

Indiana School for the Deaf Parent and Student Handbook

1997-1998

“Student Achievement”

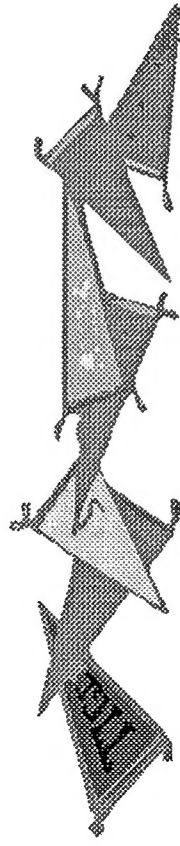


ISD Mission

- The Indiana School for the Deaf community provides academic and social excellence for Deaf and Hard of Hearing students through a Bilingual/Bicultural environment.

- All staff, families and community members are educators.
- A safe, secure, inviting and healthy environment is essential for learning.
- Learning environments include home, dormitory, school and communities.
- All students need to be immersed in a creative, challenging environment that encourages risktaking during learning experiences.
- Students benefit when families are involved in the education process.

- All students should be challenged to take risks that enhance their social, emotional and intellectual skills.
- Students have the right to have their individual needs met through learning opportunities that promote optimum success and independence.
- Students should have cultural awareness, respect, and sensitivity when choosing a natural mode of communication with peers, staff, family and the diverse, multicultural society.



Desired Learner Outcome

- Mastery of Basic & Fundamental Processes
 - Career/Vocational Preparation
 - Moral & Ethical
- Development of Intellect
 - Character Development
- Attainment of Interpersonal Understanding
 - Emotional & Physical Well-Being
 - Creativity & Aesthetic Expression
- Citizenship Participation
 - Self-Realization

ISD Programs

- Outreach
- Education
- Student Life



ISD Outreach Department

- Consultations for any deaf or Hard-of Hearing child in Indiana
- Participation in case conferences and support of local school programs
- Collaboration with other agencies for case management
- Consultation with families and service providers
- Consultation with Deaf and Hard-of-Hearing Programs for Deaf Children
- Advocacy
- Student Records
- Volunteer Programs
- Assessments through multidisciplinary teams

Assessment Provides

- Multidisciplinary assessments
- Audiological services
- Language and communication assessments
- Psycho-educational assessments
- Social and developmental history

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Counseling Provides

- Mental health counseling
- Case management
- Social skills training
- Crisis counseling
- Referrals to appropriate services

Family Educators Provide

- Consultation with individual families
- Family discussion groups
- Parent workshops
- Home visits for Deaf children 5 years and younger for:

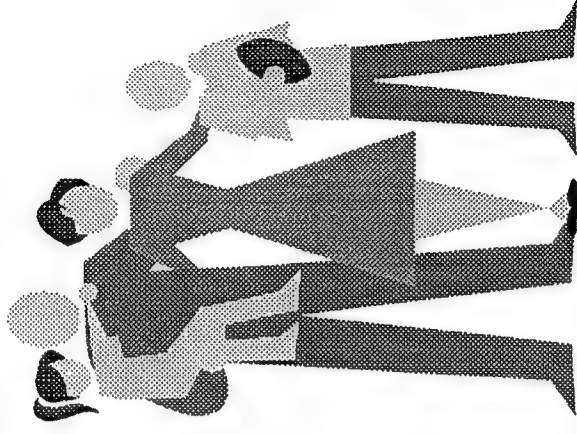
Child development

Language development

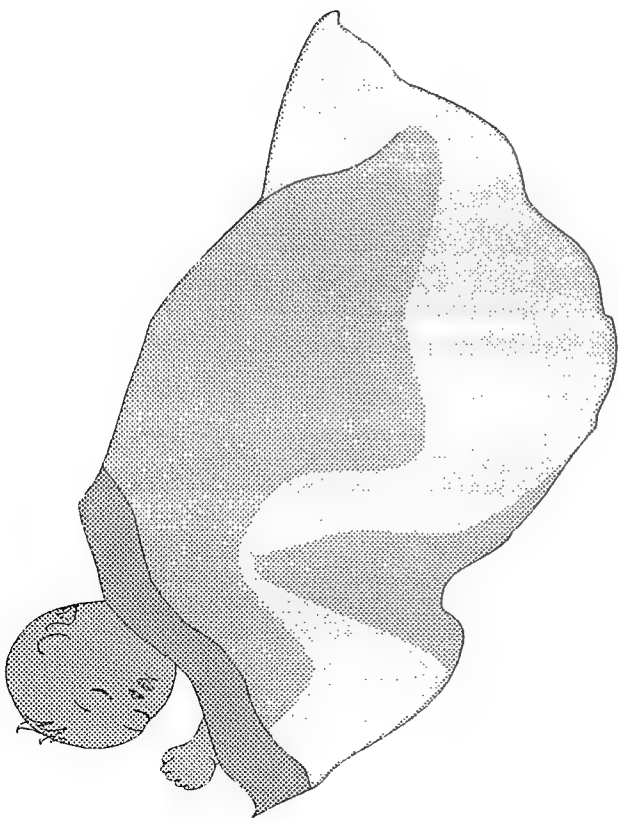
Speech and hearing aid usage

Early language acquisition

Cochlear implant information



- Guidance through the Individual Service Plan process
- Collaboration with agencies
- Special events
- Family Orientation Weekend



Additional Outreach Services

- Tours of ISD
- Written materials and video lending library
- Student record management
- Coordination of volunteer services

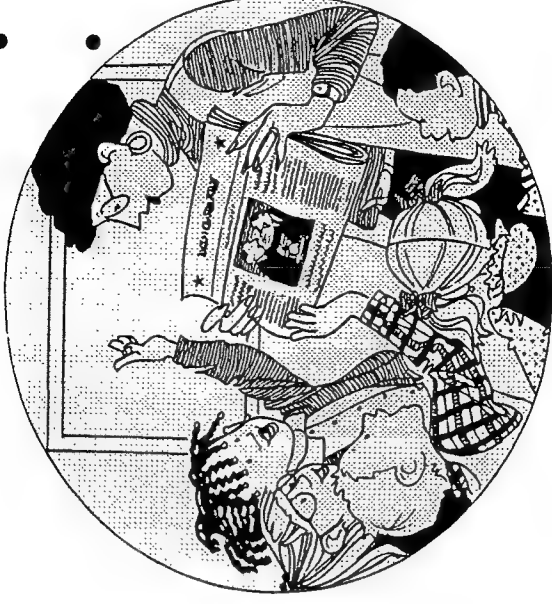
Education

- Preschool
- Elementary
- Middle School
- High School
- Learning Resource Center
- Athletics

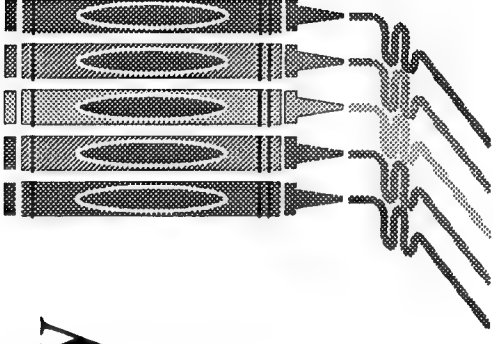


Preschool

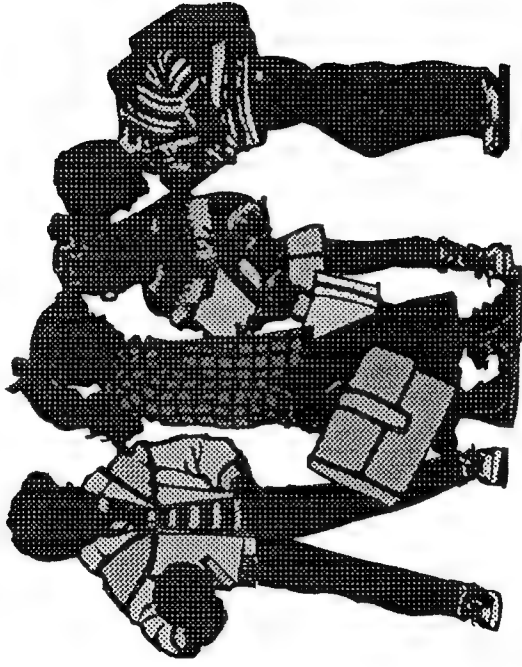
- Nursery School
- Preschool
- 18 months through 6 years old
- American Sign Language Based Instruction
- Linguistic, Social & Intellectual Experiences
- Day or Residential
- Active Learning
- Parental Involvement
- Learning Experiences through Play
- Deaf Children
- Siblings of Deaf Children
- Parent ASL Training & Workshops



Elementary



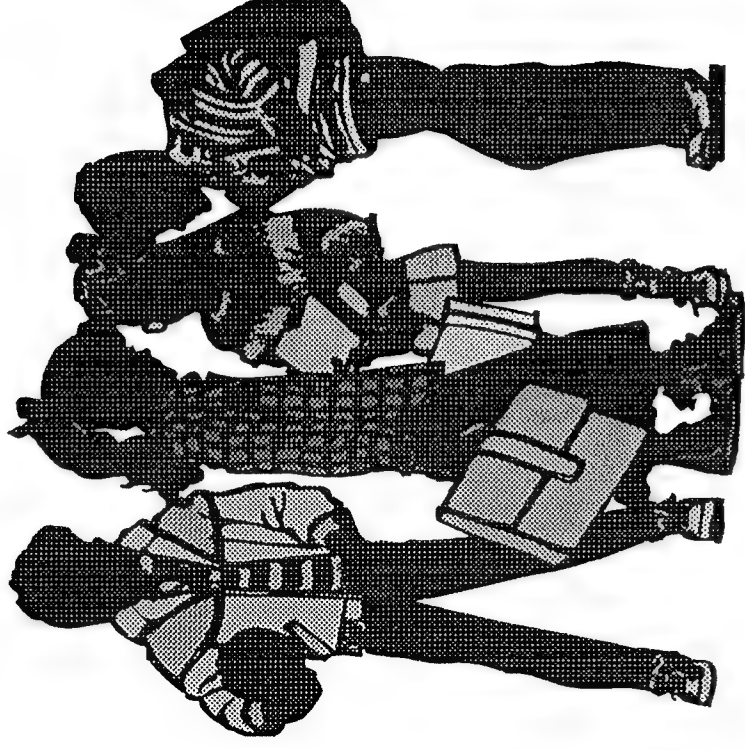
- Kindergarten - 5th Grade
- Student-Centered
- K-3 Curriculum Emphasis on Reading Language Arts & Citizenship
- 4-5 Curriculum Emphasis on Mathematics, Science & Social Studies as well as the Above

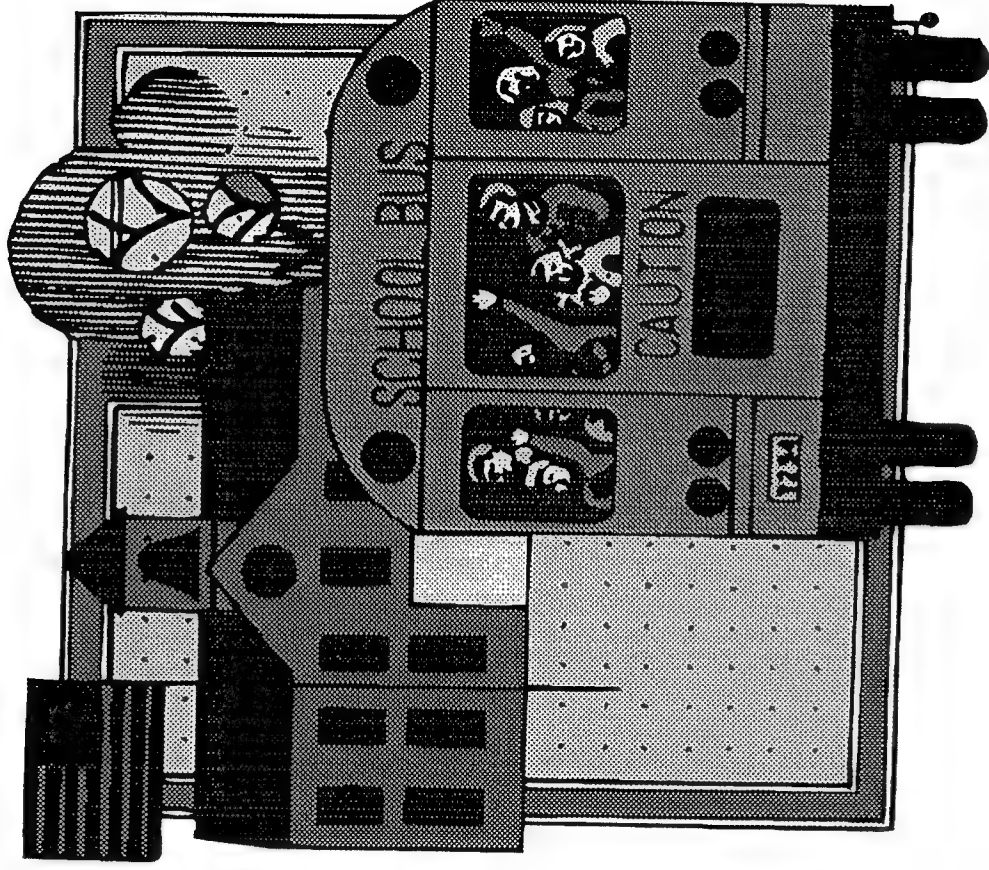


- K-5 Curriculum on Physical Education, Fine Arts, Computer Literacy, Career Awareness & Communication
- ASL is the language of instruction.
- English as a Second Language Curriculum

Middle School

- 6th - 8th Grades
- Leadership Skills
- ESL Language Arts Curriculum
- ASL/Deaf Culture Classes
- Math Instruction through Real World Applications

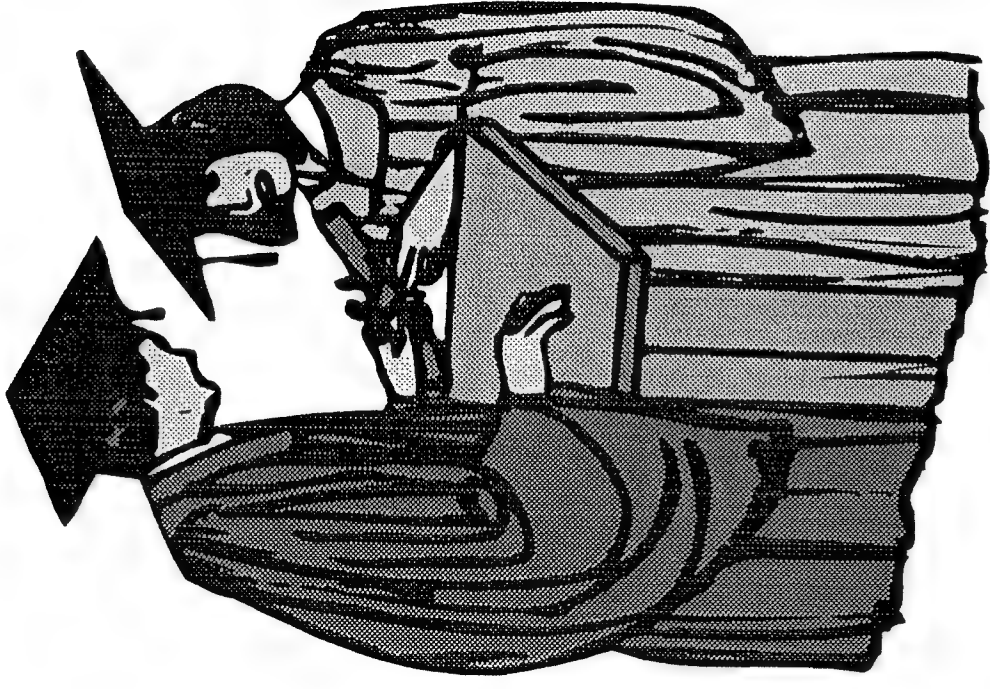




- Service Learning Projects
- Science & Technology Labs
- Full Athletic Program
- Career & Mental Health Counseling
- Extracurricular Activities

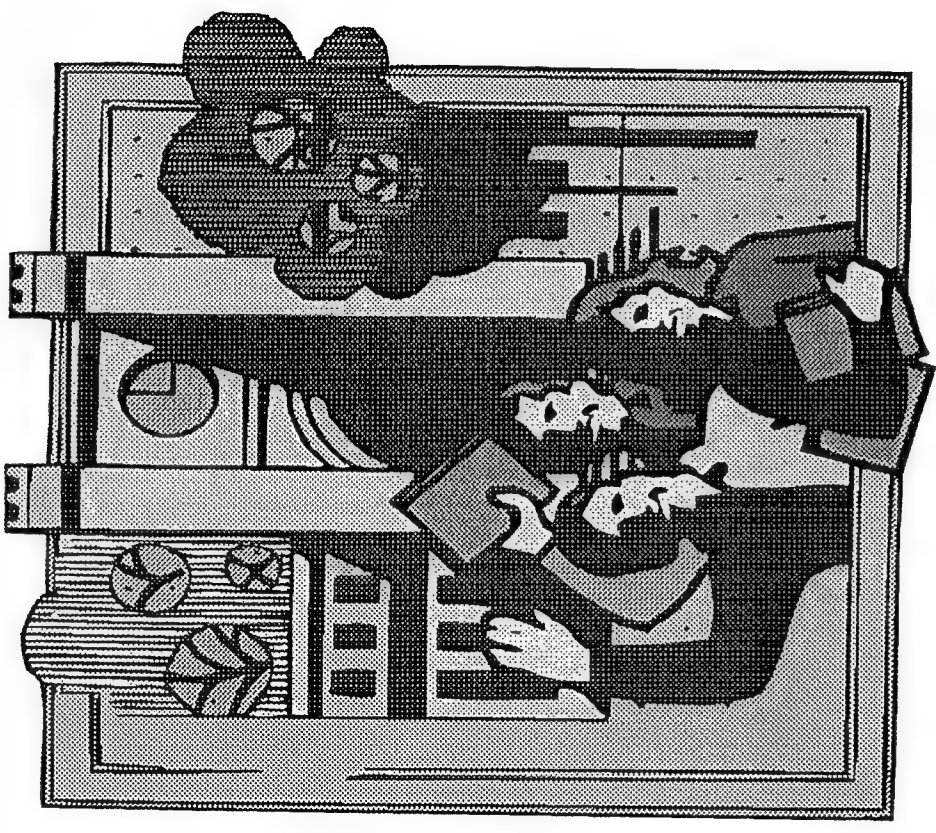
High School

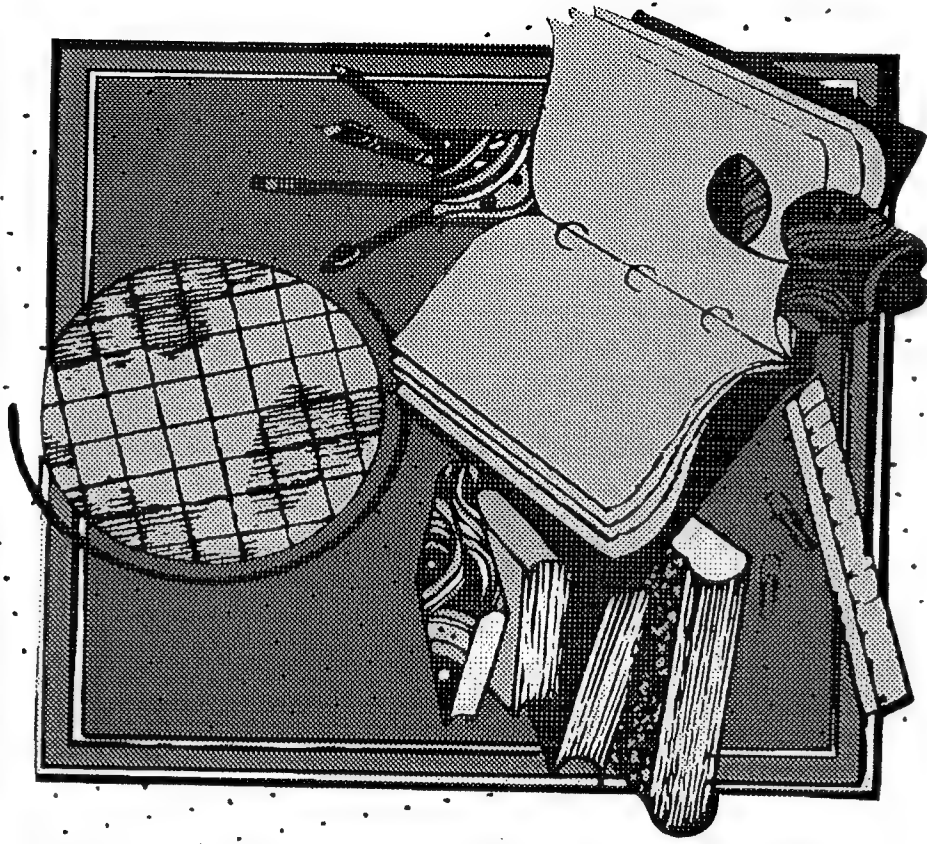
- 9th - 12th Grades
- Fully Accredited Program
- Core 40
- College Preparatory
- Technology Preparatory
- Alternative Education
- Cooperative Education



HS Electives

- Accounting
- Auto Mechanics & Body
- Career Planning
- Computer-Aided Drafting
- Computer Graphics & Animation
- Computer Applications



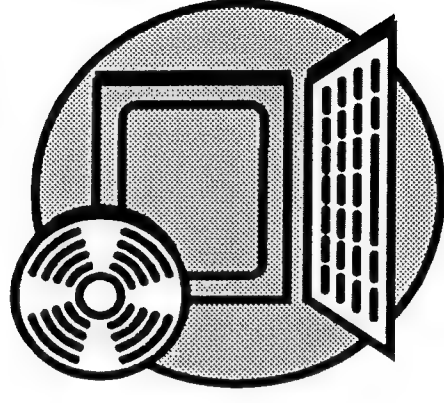


- Desktop Publishing
- Drivers Education
- Fine Arts
- Home Economics
- Electricity
- Spanish
- Yearbook

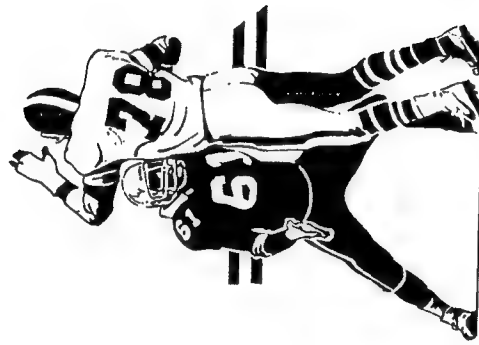
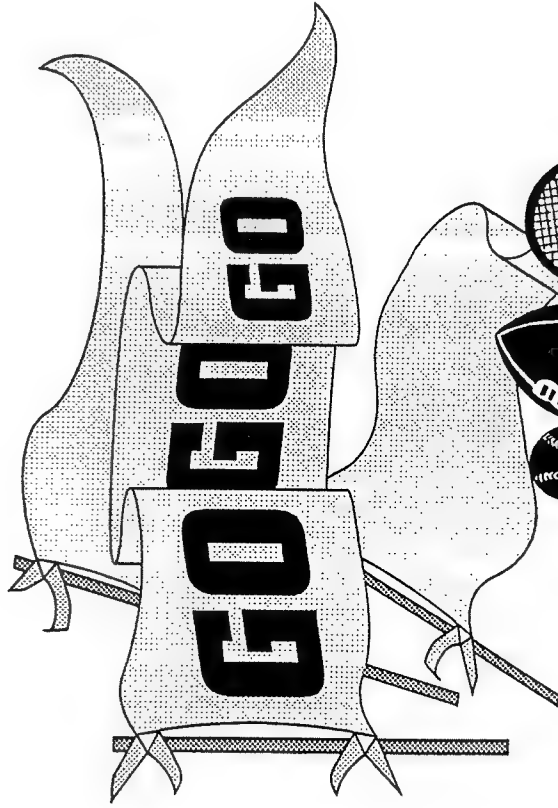
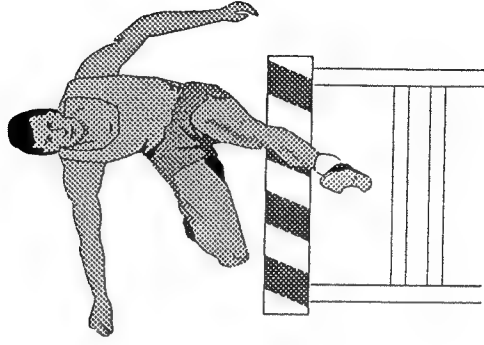


Learning Resource Center

- Curriculum Development
- Accreditation
- ESL
- Interpreting Services
- Media Services
- Middle School & High School Instruction
- Resource Development
- Captioned Videos & Films
- School Photography
- Graphic Arts
- Computer Graphics
- Technology Management
- Staff Development
- Research



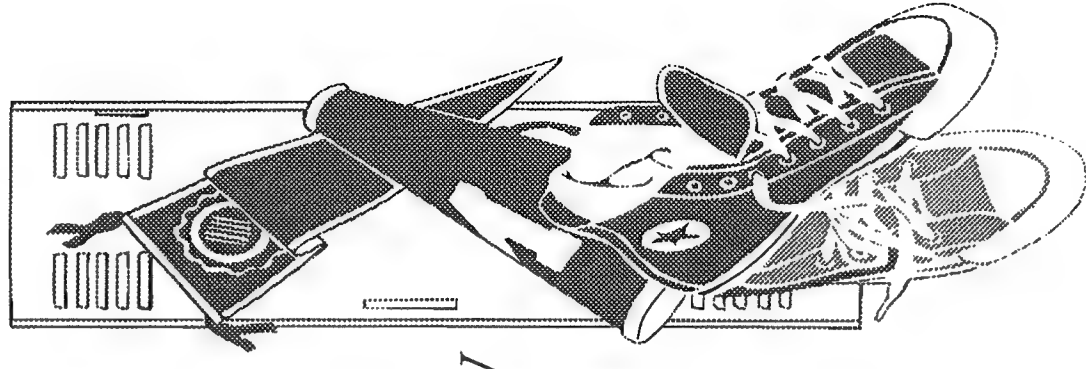
ISD Athletics



Full Athletic Program

for

- Elementary Students
- Middle School Students
- High School Students
- Girls & Boys
- Football
- Swimming
- Cross Country
- Volleyball
- Basketball
- Wrestling
- Track



- 24 Hour Care Sunday Evenings through Friday Afternoons
- Summer Enrichments
- Scheduled Study Times
- Extracurricular Activities
- Lifelong Friendships
- Swimming
- Students from age three years old through twenty-one
- Caring and Trained Staff
- Deaf and Hearing Role Models
- Health Center Staffed with Licensed Nurses
- Intramural Sports
- Full ASL immersion

General Information, Policies And Procedures Contents

Indiana School for the Deaf	Page B1
ISD Telephone numbers	Page B2
Policies:	
Human Dignity	Page B3
Sexual Harassment	Page B3
Dress Code	Page B3
Distribution of Non-School materials by students	Page B3
First Amendment Freedom of Speech	Page B4
First Amendment Demonstrations and Assembly	Page B4
Responsibilities of Members of the School Community	Page B5
ISD Student Attendance Policy	Page B6
Tardiness and Truancies	Page B7
Students Code of Conduct Summary	Page(s) B8-9
Classroom Visitations	Page B10
Residence Hall Rules	Page B11
Residential Programs Students Attendance Policy	Page B12
Day Student Staying Overnight	Page B13
Students Motor Vehicle Policy	page B14

INDIANA SCHOOL FOR THE DEAF HISTORY

In February of 1843, the state of Indiana, even though nearly bankrupt, recognized its responsibility to educate its Deaf residents by levying a tax of two mills (1/100) on each one hundred dollars worth of property. Money generated from this tax was appropriated for a school for Deaf children. The state also rewarded the efforts of James McLean, a Deaf man from New York, with payment of \$200 in recognition of his attempt to establish a school in Parke County, Indiana. While his efforts lasted only a year, they served to draw the attention of the General Assembly to the need for education of Deaf children in Indiana.

William Willard, a Deaf man teaching at the Ohio Deaf School in Columbus, traveled to Indianapolis in May of 1843 and presented himself with credentials to the General Assembly proposing the establishment of a school for Deaf children in Indiana. On May 30, 1843, General Assembly enacted a resolution endorsing William Willard's interest in opening a Deaf School.

Willard, a graduation of the American School for the Deaf in Hartford, Connecticut, had been a student of the great Laurent Clerc, the Father of Deaf education in America. His wife, Eliza Young Willard, was a alumnus of the Ohio Deaf School. Together, they advertised throughout the state of Indiana for potential students. Willard traveled the state on horseback that summer demonstrating his methods and recruiting students for school. On October 1, 1843, the Willard School opened with twelve pupils. William and Eliza both served as instructors with Willard being responsible for the boys' and his wife for the girls' general care.

The school prospered and in December of that same year, the state passed a law that established the Willard School as a state institution. Willard was appointed principal of this school which, after a law passed in January 1846, became the sixth state school but the first state school in the nation to provide free education to Deaf children. After being located in three different rented quarters in the downtown area of Indianapolis, the state built in 1850, a spacious new school east of the city on the National Road.

The Indiana Deaf School, at that time named the Indiana Asylum for the Education of the Deaf and Dumb, remained at this location on the corner of State and Washington Streets for many years. Willard continued as a teacher at the school until his retirement in 1860. Willard and family resided across the street from the school until his retirement in 1860. Willard and family resided across the street from the school in a Greek Revival house that he had built, which was considered one of the finest homes in Indianapolis. After much wear and decay on the State Street campus, the state approved the construction of a new campus for the school on East Forty-Second Street on the north side of Indianapolis.

The construction and opening of this campus was delayed from 1907 until 1911 due to cost overruns and faulty construction. Much public debate was held about the cost of such magnificent buildings of monumental stature that became the present day campus of the Indiana Deaf School. Located on 80 acres in a beautiful campus setting, the school's main buildings are registered as historic landmarks. The Indiana Deaf school is fully accredited school and national resource center recognized nationally for its leadership in education. ISD is the first state Deaf school to adopt a Bilingual/Bicultural philosophy.

ISD 1994

INDIANA SCHOOL FOR THE DEAF

MISSION STATEMENT: The Indiana School for the Deaf community promotes academic and social excellence for Deaf and Hard of Hearing students through a Bilingual/Bicultural environment.

RELAY INDIANA:

Step One: Call Relay Indiana Statewide toll-free number at 1-800-743-3333 TTY/V

Step Two: Tell the relay agent to dial the party to which you would like to contact.

Main Switchboard	(317) 924-4374 TTY/V
Superintendent's Office	(317) 924-8400 TTY/V
Principal's Office	(317) 924-8402 TTY
Dean of Student's Office	(317) 924-8403 TTY
Human Resources/Operational Services Office	(317) 924-8401
Athletic Director's Office	(317) 924-8408
Outreach Director's Office	(317) 920-6311
Fax Machine	(317) 923-2853
Raney Hall	(317) 920-6294 TTY/V
Willard Hall	(317) 924-8412 TTY/V
Girl's Residential Hall	(317) 924-8410 TTY/V
Boy's Residential Hall	(317) 924-8411 TTY/V
High School Department	(317) 920-6223 TTY
Middle School Department	(317) 920-6323 TTY
Elementary Department	(317) 920-6230 TTY
Preschool Department	(317) 920-6256 TTY

- Report Residence Hall's to report absences on Sunday
- Contact Supervising Teachers to report daily school absences

POLICIES

Human Dignity

The Indiana School for the Deaf believes it is part of our mission to provide a Positive, orderly and harmonious environment in which respect for the dignity and worth Of every member of the school community is recognized and promoted. ISD believes that all employees, parents/guardians and students are entitled to be treated, and are obligated to treat others with courtesy, fairness and decency. Only through the commitment and ongoing attention of each of us to a safe, caring and supportive atmosphere can we expect to achieve our objective of enabling all of our students to achieve their maximum potential as students, citizens and productive members of society.

Sexual Harassment

It is the policy of the Indiana School for the Deaf to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation of this policy for any employee of the Indiana School for the Deaf to harass another employee or student through conduct or communications of a sexual nature. It shall also be a violation of this policy for students to harass other students or employees through conduct or communication of a sexual nature. The use of the term “employee” also includes non-employees and volunteers who work subject to the control of school authorities.

Dress Code

Students are expected to wear their clothing and to manage their appearance in such a manner which does not disrupt the educational setting, interfere with health or safety, or promote vulgarity. It is not our desire or intention to dictate the type of clothing to be worn to school since we believe this to be a responsibility of the individual, but we may find it necessary to say what shall not be worn. Students will be requested to dress appropriately.

Neither tops that expose the midriff nor hats are considered appropriate dress for School. In addition, clothing that advertises gangs, drugs, alcohol, and suggestive or obscene writing is inappropriate, attracts attention, and therefore, is disruptive to the educational climate.

Distribution of Non-School Materials by Students

Students seeking to distribute non-school materials to the student body shall provide a copy of the material to the principal prior to its distribution. The principal will approve the distribution unless the material is libelous, invades the privacy of others, is obscene or pornographic, is pervasively indecent and vulgar, causes material and substantial disruption of the proper and orderly operation of the school or school activities, or advertises a product or service not permitted under the law for use by minors. If distribution of the material is approved, students will be allowed to distribute such material at any school exit at the end of the school day.

Students shall not distribute materials in a manner which disrupts any school activity or blocks or impedes the safe flow of traffic within corridors and entranceways of the school. Students who distribute materials shall be responsible for cleaning up any materials thrown on the floors of the school or on the grounds outside the school.

First Amendment Freedom of Speech

Students may freely exercise their constitutional right to free speech. The school administrator may reasonably regulate time, place, and method of distribution.

The administration may prohibit advocacy or distribution of only that material, which by its content will

1. materially and substantially interfere with the proper operation of school,
- or
2. may cause violence or disorder, or
3. constitute an invasion of rights of others.

Examples of materials, which the principal may prohibit, are categorized as

1. libelous – a false written statement about a person which greatly embarrasses the person and causes other to think badly about of the person.
2. slanderous – false oral statement about a person which ridicules a person and causes others to think badly of the person.
3. obscene – a disgusting, repulsive, and base expression of sexual matters.

First Amendment Demonstrations and Assembly

Student have the constitutional freedom to assemble peacefully and have the right to request time from school officials to hold planned and non-disruptive assemblies.

Gang Activity

The presence of gangs and gang activities can cause a substantial disruption of and interference with the educational function of the school system. The Indiana School For the Deaf will not allow a small percentage of disruptive students to interfere with its

Educational function, responsibilities and endeavors to maintain an atmosphere in the schools, which is conducive to learning. Therefore, the Indiana School for the Deaf will not tolerate gangs or gang-like activities that are disruptive, menacing, or threatening or violent toward any individual or group in our school community. Students found in violation by proven gang-related incidents will be dealt with to the fullest extent allowed by the Indiana School for the Deaf Conduct and statutes of the State of Indiana, and additionally, such activity will be referred to appropriate law enforcement officials.

For purpose of this policy, a gang is defined as “any group or two or more persons who join together for destructive or violent purposes.

Responsibilities of Members of the School Community

The responsibility for discipline within the schools rests with the school staff, parents, and students. With the cooperation of all persons, it will be possible to maintain an environment, which is safe, orderly, and conducive to learning. Therefore, it is necessary that the total community of parents, students, and staff understand their responsibilities to observe the regulations contained in the Student’s Code of Conduct Handbook.

The Students have a responsibility to:

1. conduct themselves properly in the school building, on school grounds, on buses, or at any school-related activity;
2. attend school regularly, arrive on time to school and to class, and be prepared to learn;
3. respect the rights and feelings of fellow students, parents, school personnel, visitors, and guests;
4. respect the materials, equipment, and property of the school.

The Parents have a responsibility to:

1. provide affection for the child and allow each child to be an important member of the family;
2. take care of the student’s health and personal cleanliness;
3. cooperate with school personnel and community agencies in solving student-related problems;
4. see that their child attends school regularly and on time;
5. provide an atmosphere suited for learning and the development of good study habits;
6. see that a student who is ill does not attend school.

The Principal and School Staff members have a responsibility to:

1. provide a good atmosphere for learning and teaching;
2. help students realize that as individuals they are important and that as group members they should act in a responsible way;
3. seek conference with students, parents, and other school personnel in an effort to understand and resolve behavior problems before the behavior becomes a serious matter.

ISD Student Attendance Policy

The Indiana State Compulsory School Attendance Law (statute I.C. 20-8.1-3) requires students to attend school daily. Without regular attendance at school, students cannot take full advantage of the learning opportunities necessary for their full development as individuals. The student and his/her parents or legal guardians have the primary responsibilities for ensuring the student's attendance at the Indiana School for the Deaf.

EXCUSED ABSENCES: occur when a student is absent from school or an individual class with approval from school and notification from parent/guardian.

At all levels, the supervising teacher or his/her designee will require notification from the student's parent or guardian by 9:00 a.m. in the event of an absence or tardiness. Excused absences include:

- student illness or injury (including dental & medical appointments)
- death of a close family member
- family emergencies
- religious holidays
- special situations as approved by school

College Visitation: Juniors and Seniors have 4 excused days to visit colleges of their choice. The student must fill out the required form indicating the names of the colleges she/he will visit and have the form approved by the supervising teacher prior to the scheduled visit.

Length of Absence: If the student is out sick for an extended period of time, biweekly assignments will be sent home with return due dates set up by the supervising teacher. If the period of time exceeds 10 consecutive days, the supervising teacher will request a case conference to determine another placement or to continue the student's education (e.g. homebound).

UNEXCUSED ABSENCES: occurs when a student is absent from school or an individual class without obtaining approval from school and without notification from parent/guardian.

The supervising teacher or his/her designee will call parent/guardians on the same day when the student fails to arrive by 9:00 a.m.

The Failure to Ensure law (statute I.C. 20-8.1-3-33) states that it is unlawful for a Parent/guardian to fail to ensure that his/her child attends school. A parent/guardian who knowingly violates this law commits a Class B misdemeanor.

If a student is absent for five or more unexcused days in the semester, the supervising teacher or his/her designee will request a case conference. The case conference committee will determine the student's educational program. The case conference committee may provide that the student may "buy back" time in the following ways or in another manner determined by the case conference committee:

- Attends school for the next six weeks (may earn 1 credit of one full day back)
- Participates in the 3 p.m. – 4 p.m. program during Mondays, Tuesdays, and Wednesdays for every absence.
- Attends any special program if any of the aforementioned options is not appropriate for the student.

Tardies & Truancies: Students are expected to arrive at school each day and for each class on time.

Tardies: A student is considered tardy if she/he is not in the classroom at the Appropriate time when the bell rings. If a student is tardy to class for reasons Beyond his/her control such as a late bus, a pass from the secretary, the student Shall be admitted to class without penalty.

Truancies: A student is somewhere in the school without authorization, does not Attend class as expected, or leaves the school without authorization, or willfully Fails to attend school without the parents' or guardians/ knowledge. Please refer To the school discipline book.

Supervising Teachers, Deans and the Principal will determine appropriate consequences for violations to the above policies. See Code of Conduct Summary for a guide to possible consequences.

INDIANA SCHOOL FOR THE DEAF

Student Code of Conduct Summary K-12

Mr. George Stailey
Superintendent

A Guide for Parents and Students

ISD Discipline Code Summary

This chart is to inform students and parents of various rule violations and their range of consequences. Some offenses are rarely committed but are included because of the danger to the school population.

Offenses	Consequence (Depending on Severity)				
	Parent Contact	Detention	Suspension	Arrest	Expulsion
Insubordination	*	*			
Improper hall conduct	*	*			
Disruptive Behavior	*	*			
Verbal abuse, profanity	*	*			
Disrespect	*	*			
Tardy	*				
Truancy	*				
Damage of property	*	*			
Fighting	*		*	*	
Smoking	*	*	*		
Sexual Misconduct	*	*	*	*	
Harassment	*		*	*	
Stealing	*		*	*	
Arson	*		*	*	*
Battery	*		*	*	*
Drug & Alcohol violation	*		*	*	*
False Alarm	*		*	*	
Weapon Possession	*				*

Consequences for breaking rules and regulations will range left to right at the discretion of the Supervising Teacher/Deans. D Depending on the severity of the offense, the administrator can have the student serve a 1 to 3-day in-school suspension.

STUDENT CODE OF CONDUCT K-12

INDIANA SCHOOL FOR THE DEAF

STUDENT CODE OF CONDUCT

The following code of conduct is a summary of the policy of the Indiana School for the Deaf. Students have certain rights, but also certain responsibilities as members of the school community. All students have the right to learn in a school that is safe and free from disruptions. Cooperation is essential and certain policies, rules and codes of conduct must be followed to ensure that students are free to learn and teachers are free to teach. We encourage parents to help students understand this responsibility by reviewing and reinforcing this student code of conduct with their children. Students and parents can contact their Supervising Teacher/Dean if they have questions about the student code of conduct or problems at school.

In order to maintain a safe and orderly environment within the school, it is necessary for students to be self-disciplined. Becoming self-disciplined is a learning process. Therefore, all students have a need and a right to know:

1. what people expect of them,
2. what they can and cannot do, and
3. what the consequences are if they break the rules.

The most commonly reported inappropriate behaviors and subsequent consequences are:

INSUBORDINATION

Students must follow school/dorm rules. Students are to follow reasonable, fair and proper directions or instructions of any adult responsible for or working with students. Violations will result in actions ranging from parent contact to suspension.

VERBAL ABUSE/PROFANITY

Students must always use appropriate, acceptable language in school/dorm. Students swearing, cursing, using degrading racial/ethnic words, profane and consistent insulting language will be subject to actions ranging from parent contact to suspensions.

DISRUPTIVE BEHAVIOR

Conduct which interferes with the educational process or any related activity and behavior that causes class and teaching to be curtailed, will not be tolerated. Consequences for such interference range from parent contact to expulsion.

DISRESPECT

Students will be courteous and respectful to all staff and to each other. Rude, discourteous and disrespectful students will be subjected to actions ranging from parent contact to suspension.

FIGHTING

Fighting is strictly prohibited. Students who engage in a fight will be subject to suspension, arrest, and/or expulsion.

TARDINESS

Students must arrive on time to school and to each class. Late students will be subjected to consequences ranging from parent contact to suspension.

LEAVING WITHOUT PERMISSION

Students must secure permission to leave the school, a classroom, or other assigned area. Failure to do so will result in actions ranging from parent contact to suspension.

TRUANCY

Any student who is somewhere on campus without authorization, does not attend class as expected or leaves school without authorization is truant. Consequences for truancy range from parent contact to suspension. Students also may be referred to court and report card grades and driver's licenses can be affected.

For a more thorough review of the student code of conduct, students and parents should consult with Indiana School for the Deaf's Student Handbook.

IMPORTANT

1. Student Code of Conduct applies to all students when they are on ISD's campus, or are involved in school-sponsored activities. This includes the times students are using transportation. The Code of Conduct is in effect from the time the student leaves home and until he arrives home.
2. Suspensions may range from one to five days.
3. Consequences are determined according to the nature and severity of the infraction and the frequency of the misbehavior.
4. Repeated violations of "minor" offenses listed in Category I in the handbook may result in suspensions and ultimately expulsion pending a case conference.
5. Illegal activity will result in referral to law enforcement agencies.

INDIANA SCHOOL FOR THE DEAF

CLASSROOM VISITATIONS

Welcome to our School! To make your visit more pleasant and to insure the continuity of the learning environment the following guidelines have been developed:

- Visits need to be scheduled in advance to avoid days with field trips or tests. This will also enable us to arrange for interpreters when possible.
- Visits are limited to 30 minutes.
- When you arrive at the department, please check in with the Supervising Teacher.
- For the safety and security of our students, all visitors must wear a name tag. Please be sure to pick up your name tag at the Supervising Teacher's Office.
- You are a guest in the classroom. You should not join in class activities and/or discussions unless invited to do so by the teacher.
- Parent/Teacher conferences cannot occur during classroom visitations; however, if you have questions, comments, or concerns, please schedule a time to meet with the teacher. You may leave a note in the teacher's mail box in the office or call the teacher late to arrange a meeting. We encourage parents to share problems and/or concerns with the teacher before they talk to the Supervising Teacher; share problems/concerns with the Supervising Teacher before they share them with the Principal; and share problems/concerns with the Principal before they share them with the Superintendent.
- The use of cameras and video recorders at ISD must be approved by the Supervising Teacher.
- Remember, when you ask questions of teacher and/or administrators, please respect the importance of the school's obligation for confidentiality pertaining to students other than your own child.

Teachers and administrators appreciate and value feedback. Please leave us a note and let us know how we are doing!

Thank you for coming to see us. Your visit will help us become a Superior School.

Linda L. Lloyd
Interim Principal
Indiana School for the Deaf

RESIDENCE HALL RULES

- ❖ Follow dorm schedules.
- ❖ Sign-in/sign-out system is required for all students.
- ❖ Follow the *Student Code of Conduct* Handbook.
- ❖ Rollerblading/skateboarding/bike riding inside the buildings are prohibited.
- ❖ KRC Gym/Weightlifting Room
 - Wear shirt and gym shoes at all times.
 - No food or drinks allowed
- ❖ 1st Floor Lobby (carpeted area)
 - No food or drinks allowed
 - No socialization/loitering between 3:15 – 7:30 p.m.
 - Visitors area
- ❖ No running or horseplaying inside the buildings.
- ❖ Clean your bedroom and make your bed daily.
 - Lose privilege if task is not completed.
- ❖ Clean up after yourself.
 - Dispose trash properly.
 - Keep all rooms clean and neat.
 - pod area
 - kitchenette
 - game room
 - laundry room
 - any other room that you use
- ❖ Personal belongings
 - Put away your personal belongings immediately.
 - ISD will not be responsible for damage, loss or theft or your personal belongings.
- ❖ Respect others!

RESIDENTIAL PROGRAMS STUDENT ATTENDANCE POLICY

Regular attendance is important if the student is to receive the full benefits of his/her educational and residential opportunities. Unless there is an illness, students are required to be in school.

Students may receive an excused absence from school for the following reasons:

- religious holidays
- required court appearance
- illness, medical/dental appointments
- death/illness of immediate family member
- inclement weather
- school approved activities and events

Residential students who must arrive to their residence hall later than scheduled arrival time, leave residential hall before a closed weekend or vacation, will not return to school after a closed weekend or vacation, parents must call their child's respective residential hall staff to notify of the child's attendance.

How:

- The parent shall write or call the child's residential program staff when the child will be absent from the residential hall.
- The student shall give the letter to his/her residential program staff, and this staff will document on the attendance chart to communicate with necessary staff.
- If the student who tend to ride on the bus from home and is not planning on riding on the bus, the parent must call the child's residential program staff with explanation of when and how this student will arrive to school. If the residential program staff notices that the students is not on the bus, the residential program staff will immediately call the student's parents to follow up on the student's whereabouts.
- Parents are expected to plan ahead. Do not wait until the last minute to ask for early dismissal or absence.
- The residential program staff shall be notified if the student will be leaving early for closed weekend or when the student may be absent from school.

DAY STUDENTS STAYING OVERNIGHT

Day students desiring to take a part in a school-sponsored program that necessitates the student staying overnight at the residential hall must receive approval from the Assistant Deans of respective residential halls or the Dean of Boys/Girls Residential Programs.

Requests may be made by telephone or in writing. Requests must be made by a parent/guardian a minimum of 24 hours in advance so as to allow ample time for notification of proper administrative personnel, as well as, residential program staff, health center staff, and educational staff.

It is the responsibility of the parent/guardian to make appropriate and timely arrangements with the local educational agency (LEA) and/or bus driver on transportation arrangements.

A single request for overnight stays concerning a long-term activity such as sports, and student organization events may be accepted. This also depends on the availability of rooms and residential program staff.

STUDENT MOTOR VEHICLE POLICY

The following requirements should be fulfilled before Senior may drive his/her car on school campus.

The student and parent must complete the attached application for a student driver permit and sign it. It will become effective when signed by the Deaf of Students, Student Life. It is the student's responsibility to keep the information on the permit up-to-date. No car will be permitted until the proper forms are completed and on file. The copies will be sent to the student, her/his parents, ISD security, deans, high school supervising teacher, and appropriate school administrators.

Seniors with valid permits will park their cars in the parking lot east of the ISD security gatehouse designated by the Dean of Students, Student Life when they arrive on campus. Each student-driver will pay one dollar for a parking permit sticker.

Residential students must not drive on or off-campus without permission and should turn their keys in to the Assistant Deaf or Deans of Fair/Koob Halls on duty upon arrival on campus. The keys will be returned to students when they are scheduled to leave for home or off-campus on designated hours.

Day students must also park in the same designated area and leave their keys with the High School Supervising Teacher upon their arrival on campus. If the day student stays after school for other purposes such as athletics or school-related organization activities, the key should be handed over to other supervisor (i.e. Athletic Director, Assistant Deans of Fair/Koob Halls). The supervisor will return the car key to the student when s/he is ready to leave campus.

COOP ED: Students participating in the Cooperative Education Program may need a car to drive to work. In some cases students may prefer public transportation. (NOTE: Please make sure that student's insurance will cover them to and from work site.)

Students will not be allowed to take other students as passengers unless written permission from parents of all students involved is filed with the Deaf of Students. They will be advised of the procedures to follow.

Students may lose their driving privileges on the basis of the following examples:

- a. Taking other students as passengers without permission.
- b. Allowing another student to use his/her automobile without permission.
- c. Tampering with, or damaging, any automobile on campus.
- d. Excessive speed on campus.
- e. Breaking traffic laws on campus.
- f. Using the car while breaking school rules.
- g. Poor behavior in the classroom or residential halls.
- h. Conviction for speeding or other traffic offenses off-campus.
- i. Any other as noted inappropriate such as listed on traffic violation ticket

NOTE: ISD Security will give the student a ticket for any violation as described above, effective 11/15/95.

Depending on the severity of the offense, a warning may or may not be issued after the first offense. For safety reasons, the students must get permission from their Assistant Dean or Dean to work on their cars while on campus. This procedure allows the Assistant Dean or Dean the opportunity to be sure the safety measures are taken to prevent injury to the owner or others.

THE SCHOOL WILL NOT BE RESPONSIBLE FOR DAMAGE TO AUTOMOBILES AT ANY TIME.
THE SCHOOL WILL NOT BE RESPONSIBLE FOR IMPROPER USE OF CARS BY STUDENT DRIVERS.

Attachment: Application for Permission to Bring Car

BUREAU OF MOTOR VEHICLES PUBLIC LAW 121-1989

Public Law 121-1989, effective July 1, 1989, prohibits the Bureau of Motor Vehicles from issuing a driver's license or permit to a student less than 18 who is under:

1. at least a second suspension from school for the school year;
2. an expulsion from school; or
3. an exclusion from school due to misconduct.

The Bureau of Motor Vehicles (BMV) is also required to invalidate a student's license or permit for the same reasons.

A student whose license or permit has been denied or invalidated for the above reasons will be eligible for a license or permit or have a license or permit revalidated upon the earliest of one of the following events:

1. the student turns 18;
2. the end of the semester in which the student is reinstated in school; or
3. the suspension, expulsion, or exclusion is reversed after a hearing conducted under IC 20-8.1-5.

The law requires school officials to report to the BMV:

1. that a student is eligible for a license or permit because the student has not been suspended (at least two times) expelled, or excluded; and
2. when a student has been suspended (at least two times, expelled, or excluded).

Furthermore, the BMV may not issue a driver's license or permit to a student who is:

1. at least 13 but less than 15;
2. a habitual truant; and
3. identified in a list submitted to the BMV; until the student turns 18. A student identified as a habitual truant is entitled to review of the student's attendance record at least once a year to determine if the student's attendance has improved so that the student may become eligible for a driver's license or permit.

1997-98

EDUCATION
DEPARTMENT
HANDBOOK

EDUCATIONAL STAFF HANDBOOK CONTENTS

SECTIONS 1: ISD

ACCOUNTABILITY-TEACHERS	PAGE(S) 1-2
ACCOUNTABILITY-SUPERVISING TEACHERS	PAGE (S) 3-4
INDIANA SCHOOL FOR THE DEAF HISTORY	PAGE 5
BELIEFS	PAGE 6
MISSION AND PHILOSOPHY	PAGE 7
DESIRED LEARNER OUTCOMES/GOAL STATEMENT	PAGE(S) 8-9

SECTION 2: GETTING STARTED

FACULTY PROFILE Complete and return to the Supervising Teacher	PAGE 10
KEY ASSIGNMENTS Complete and return to the Supervising Teacher	PAGE 11
KEY REQUEST FORM	PAGE 12

SECTION 3: EDUCATIONAL DEPARTMENT POLICY

GENERAL EDUCATIONAL DEPARTMENT POLICES	PAGE (S) 13-15
CALLING SICK PROCEDURE	PAGE(S) 16
ABUSE REPORTING	PAGE 17

SECTION 4: TRIPS AND MONEY

STUDENT RECREATIONAL FUND	PAGE(S) 18-21
TRIP TICKET FORM	PAGE 22
FIELD TRIP REQUEST FORM	PAGE(S) 23-25
FOOD REQUESTS	PAGES 26-28

SECTION 5: PARENT POLICIES

CLASSROOM VISITATIONS	PAGE 29
STUDENT ATTENDANCE POLICY	PAGE(S) 30-31

A copy of the Parent/Student Handbook is included in this Notebook

SECTION 6: HROS POLICES

REPORTING VANDALISM	PAGE 32
MOVING REQUEST	PAGE 33
CAMPUS VEHICLE POLICY	PAGE(S) 34-42

SECTION 7: DEPARTMENTAL INFORMATION

INFORMAL WALK THROUGH OBSERVATIONS	PAGE(S) 43-44
ACTION PLAN	PAGE 45
STAFF DEVELOPMENT	PAGE(S) 46-48
TOR TEACHER OF RECORD	PAGE(S) 49 - 50
EDUCATION TEAM PHONE NUMBERS	PAGE 51

APPENDIX A - Job Description

APPENDIX B - Evaluation Tool

**APPENDIX C - Fact File
Documentation**

Teachers
Accountability by example.....

Teachers will:

- _____ Supervise students at all times.
- _____ Report any concerns problems, or conflicts to the supervising teacher.
- _____ Arrive and be prepared to work on time.
- _____ Follow the policy for the Teacher of Record (TOR) Responsibilities.
- _____ Be or act professional at all times with students, staff, and parents.
- _____ Demonstrate appropriate professional appearance and dress.
- _____ Demonstrate a positive approach with people.
- _____ Demonstrate mutual respect with all parents, staff, and students.
- _____ Demonstrate commitment to ISD (curriculum, school philosophy, support extra curricula activities, supervise/coach activities or sports, inservices, workshops, on/off campus, department meetings, tutorial sessions).
- _____ Follow the policy in the Education Staff Handbook (First 3 days in fall, Supervising Teachers will inservice).
- _____ Utilize teaching methods appropriate for individual students including learning styles.
- _____ Read and follow the individual education plans for all of your students (required).
- _____ Provide for full use of the class period.
- _____ Apply updated educational trends.
- _____ Respect the ISD facilities.
- _____ Use proper forms and complete all requests following appropriate time lines.
- _____ Follow all campus police directives.

- _____ Meet all deadlines.
- _____ Report all abuse situations to the Supervising Teacher, since failure to report is crime.
- _____ Establish classrooms that are student centered.
- _____ Use portfolios as an evaluation tool for students.
- _____ Prepare and maintain their own portfolio (for sharing with the Supervising Teacher at the end of the year).
- _____ Serve as a role model.
- _____ Call parents back within 24 hours when receiving phone messages.
- _____ Respond within 48 hours to parents' memorandum, notes, letters in writing or by calling or making an appointment.
- _____ Create a family-friendly atmosphere.
- _____ Call the Principal's office when calling in sick (required) and also call the supervising teacher of the department.
- _____ Demonstrate commitment to ISD Desired Learner Outcomes (DLO).
- _____ Provide for a pleasing visual environment (classrooms decorated, bulletin boards current, student work displayed.)
- _____ Solve discipline issues at own level.
- _____ Follow ISD Curriculum.

Supervising Teachers
Accountability by example.....

Supervising Teachers will:

- _____ Supervise staff at all times.
- _____ Report any concerns problems, or conflicts to the Principal.
- _____ Arrive and be prepared to work on time.
- _____ Be or act professionals at all time with students, staff, and parents.
- _____ Demonstrate appropriate professional appearance and dress.
- _____ Demonstrate a positive approach with people.
- _____ Demonstrate mutual respect with all parents, staff, and students.
- _____ Demonstrate commitment to ISD (curriculum, school philosophy, support extra curricula activities, supervise/coach activities or sports, inservices, workshops, on/off campus, department meetings, tutorial sessions).
- _____ Follow the policy in Education Staff Handbook (First 3 days in fall, will inservice).
- _____ Demonstrate flexibility.
- _____ Respect ISD facilities.
- _____ Use proper forms and complete all requests following appropriate time lines.
- _____ Follow all campus police directives.
- _____ Meet all deadlines.
- _____ Report all abuse situations, since failure to report is a crime.
- _____ Prepare and maintain their own portfolio (for sharing with the Principal at the end of the year.)
- _____ Call parents back within 24 hours when receiving phone messages.

- _____ Respond within 48 hours to parents' memorandum, notes, letters in writing or by calling or making an appointment.
- _____ Create a family-friendly atmosphere.
- _____ Notify the Principal's office when calling in sick (required) and also call the department.
- _____ Demonstrate commitment to ISD Desired Learner Outcomes (DLO).
- _____ Provide for a pleasing visual environment (classrooms decorated, bulletin boards current, student work displayed).
- _____ Solve discipline issues at own level.
- _____ Follow ISD Curriculum.
- _____ See each staff member face to face at least three time per week.
- _____ Use a variety of communication methods: paper, 1-on-1, small group, and/or large group.
- _____ Watch for warning signs of department/school nature from students, parents, and/or staff and communicate to the Principal. Monitor the "environment", then will handle the situation.
- _____ Participate with teachers and students on field trips, at convocation (workshop), and/or assemblies.

INDIANA SCHOOL FOR THE DEAF HISTORY

In February of 1843, the state of Indiana, even though nearly bankrupt, recognized its responsibility to educate its Deaf residents by levying a tax of two mills (1/1000) on each one hundred dollars worth of property. Money generated from this tax was appropriated for a school for Deaf children. The state also rewarded the efforts of James McLean, a Deaf man from New York, with payment of \$200 in recognition of his attempt to establish a school in Parke County, Indiana. While his efforts lasted only a year, they served to draw the attention of the General Assembly to the need for education of Deaf children in Indiana.

William Willard, a Deaf man teaching at the Ohio Deaf School in Columbus, traveled to Indianapolis in May of 1843 and presented himself with credentials to the General Assembly proposing the establishment of a school for Deaf children in Indiana. On May 30, 1843, the General Assembly enacted a resolution endorsing William Willard's interest in opening a Deaf School.

Willard, a graduate of the American School for the Deaf in Hartford, Connecticut, had been a student of the great Laurent Clerc, the Father of Deaf education in America. His wife, Eliza Young Willard, was a alumnus of the Ohio Deaf School. Together, they advertised throughout the state of Indiana for potential students. Willard traveled the state on horseback that summer demonstrating his methods and recruiting students for school. On October 1, 1843, the Willard School opened with twelve pupils. William and Eliza both served as instructors with Willard being responsible for the boys' and his wife for the girls' general care.

The school prospered and in December of that same year, the state passed a law that established the Willard School as a state institution. Willard was appointed principal of this school which, after a law passed in January 1846, became the sixth state school but the first state school in the nation to provide free education to Deaf children. After being located in three different rented quarters in the downtown area of Indianapolis, the state built in 1850, a spacious new school east of the city on the National Road.

The Indiana Deaf School, at that time named the Indiana Asylum for the Education of the Deaf and Dumb, remained at this location on the corner of State and Washington Streets for many years. Willard continued as a teacher at the school until his retirement in 1860. Willard and family resided across the street from the school in a Greek Revival house that he had built which was considered one of the finest homes in Indianapolis. After much wear and decay on the State Street campus, the state approved the construction of a new campus for the school on East Forty-Second Street on the north side of Indianapolis.

The construction and opening of this campus was delayed from 1907 until 1911 due to cost overruns and faulty construction. Much public debate was held about the cost of such magnificent buildings of monumental stature that became the present day campus of the Indiana Deaf School. Located on 80 acres in a beautiful campus setting, the school's main buildings are registered as historic landmarks. The Indiana Deaf School is a fully accredited school and national resource center recognized nationally for its leadership in education. ISD is the first state Deaf school to adopt a Bilingual/Bicultural philosophy.

ISD 1994

Beliefs

We believe that ...

- ... all people have equal value,
- ... all students can learn and are lifelong learners,
- ... Bilingual/Bicultural education is a basic right for Deaf and hard of hearing students,
- ... American Sign Language (ASL) and English are two separate languages,
- ... students share a common (Deaf) culture, a common language (ASL), and a common heritage,
- ... Deaf and hearing interactions are vital to students' bicultural development,
- ... all staff, families, and community members are educators,
- ... learning environments include, but are not limited to, home, dormitory, school and communities,
- ... students benefit when their parents and families are involved in the education process,
- ... a safe, secure, inviting and healthy school environment is essential for learning,
- ... all students need to be immersed in a creative, challenging environment that encourages risk-taking during learning experiences,
- ... all students should be challenged to take risks that enhance their social, emotional and intellectual skills,
- ... students have the right to have their individual needs met through learning opportunities that promote optimum success and independence, and
- ... students should have cultural awareness, respect, and sensitivity when choosing a natural mode of communication with peers, staff, family, and the diverse, multicultural society.

Indiana School for the Deaf

Mission Statement

The Indiana School for the Deaf community promotes academic and social excellence for Deaf and Hard of Hearing students through a Bilingual/Bicultural environment.

Philosophy

The Bilingual/Bicultural Philosophy provides language acquisition and facilitates proficiency in two languages, American Sign Language (ASL) and English. By providing an enriched academic and cultural learning environment, our Deaf and Hard of Hearing students develop a sense of identity within the Deaf community. Students also develop the knowledge, skill and attitudes to function effectively with members of a multicultural, diversified community.

Desired Learner Outcomes

Goal Statements

The Indiana Deaf School, in accordance with the Curriculum Advisory Council of the Indiana State Board of Education, envisions a future in which our graduates will have the opportunity to pursue a common core of lifelong learning which will prepare them to manage the rapid growth of information, to meet personal needs and to contribute to the human community within a rapidly changing environment.

Mastery of Basic Skill and Fundamental Process

Our graduates will utilize bilingual fluency and demonstrate abilities to sense, listen/attend, observe, communicate, read, write, quantify, compute, and conceptualize.

Development of Intellect

Our graduates will exhibit the ability to think rationally and to make judgments and decisions based on appropriate knowledge.

Attainment of Interpersonal Understandings

Our graduates will demonstrate comprehension and application of family and group communications, functions, and relationships in various social, cultural and ethnic settings.

Enculturation

Our graduates will demonstrate understanding and application of norms, values, traditions, languages, and aesthetic contributions of our society and civilization.

Citizenship Participation

Our graduates will express perspectives and skill in exercising democratic privileges and responsibilities of social, political, social, and environmental memberships.

Career/Vocational Preparation

Our graduates will demonstrate the attitudes and skills required to secure and maintain employment.

Moral and Ethical Character Development

Our graduates will demonstrate judgments and behaviors reflecting truth and goodness.

Emotional and Physical Well-Being

Our graduates will demonstrate the abilities to cope with and accept emotional, physical, psychological and social changes within themselves and others.

Creativity and Aesthetic Expression

Our graduates will contemplate and respond to new ideas and different points of view, imaginative alternatives offered by others for producing social-cultural benefits, expression of personal feeling through creative works, and enjoyment of beauty.

Self-Realization

Our graduates will express the ability to know one's self, search for meaning in one's activities, make purposeful and responsible decisions, develop a philosophy of one's existence, and select lifelong learning goals.

Adapted from Indiana's Common Core of Lifelong Learning,
Indiana curriculum Advisory Council

FACULTY PROFILE

NAME _____

DEPARTMENT _____

SOCIAL SECURITY NUMBER _____

ADDRESS _____

PHONE NUMBER _____

LICENSE INFORMATION

GRADE LEVEL _____ EXPIRATION DATE _____

MAJOR _____

LICENSE NUMBER _____

EMERGENCY INFORMATION

NAME _____ PHONE _____

RELATIONSHIP _____

NAME _____ PHONE _____

RELATIONSHIP _____

Indiana School for the Deaf

1200 East 42nd Street
Indianapolis, IN 46205-2099

Keys Assignments

Name: _____

The following key(s) has/have been assigned to you for the 19____ - 19____ school year:

Keys Serial Number

Keys Opens

This is to verify that I have received the key(s) listed above, and it/they is/are now in my possession.

Signature: _____

Date: _____

The above key(s) was/were returned and is/are no longer in my possession.

Signature: _____

Date: _____

R7/29/96

KEY REQUEST FORM

Name: _____
Last First Middle

I request that the above individual be:

☐ Issued a key to open _____

☐ Given a new key for a lost key _____

☐ Other: _____

Immediate Supervisor's Signature

Position

Date

Intermediate Supervisor's Signature

Position

Date

APPROVED _____

Assistant Superintendent, Human
Resources, Operational Services

Date

GENERAL EDUCATION DEPARTMENT POLICES

1. The regular school day runs from 8:00 a.m. to 3:50 p.m. Educational faculty and staff are expected to be in their room and ready for the day. Faculty/staff members are expected to stay until meetings are completed at the end of the day. Staff/Faculty members who leave the school grounds before 3:50 p.m. should notify the Department Supervising teacher or secretary.
2. Both for reasons of accountability and assistance with family emergencies, staff must post a note on their door when they depart for another room or building on campus. This applies only if the staff member is away from the work station for more than five minutes.
3. Request for class coverage should be made with the Supervising Teacher. No requests from teacher to teacher will be honored. A preparation period should be used for short-term absences, if at all possible.
4. All faculty/staff should pick up their mail before school and when possible at lunch, and before leaving campus at the end of the day.
5. Faculty/Staff members are on duty during the entire day. They have the authority and are expected to deal with any situation which may come within their observation, always keeping in mind the best interests of the student and ISD.
6. Faculty/Staff members are responsible for the students in their presence regardless of grade level or class. In carrying out these general responsibilities the faculty/staff member will have the full cooperation and backing of the administration.
7. Faculty/Staff should follow the appropriate procedure for calling in sick. (Policy Included)
8. There will be no solicitation of funds or sales n campus without apprval of the office of the Superintendent or the office of the Principal.
9. Each school organization, department, faculty, or staff member must keep financial records and follow all procedures of the Business Office. (See SRF Policy Included)
10. Students are not to be given permission to use phones/TTY during class time unless approved by the Supervising Teacher or related to the curriculum.
11. Students must be accompanied by their teacher to the Teacher's Lounge.

12. Accurate accounting of student attendance is required by school law. Faculty/Staff members will personally check attendance and follow the procedure of the department for reporting absences. Department Supervising Teachers and Secretaries will document absences and follow the school attendance policy in regard to reporting absences to parents.
13. Students who are assigned to a faculty member for any period are the responsibility of that faculty member regardless of where those students may be in the building or on campus. A faculty/staff member must keep students assigned to him under his visual surveillance at all times or obtain the consent of another qualified employee to exercise that visual supervision.
14. Permission for students to leave the school grounds during the school day is granted only after written permission is obtained from the parent. This permission will be granted by the Supervising Teacher only.
15. Attendance sheets must be signed by the faculty/staff member and turned in by the required date to the Supervising Teacher each payday (Wednesday).
16. Students who become ill are to be sent to the Health Center through the Supervising Teacher's Office. The Health Center will arrange for students to be sent home if needed.
17. All classroom speakers or visitors must be approved by the Supervising Teacher. The Principal's office and Campus Police will be informed by the Supervising Teacher.
18. Students should expect at least 10-20 minutes of homework per night from each one of their subjects (except on Friday). This amount will vary with the different subjects areas and the type of content taught at the time. The homework should be designed to achieve course goals but avoid "busywork".
19. Whenever a student is in a lab where tools are being used, each student must wear safety glasses, even if students are surrounding a teacher with a demonstration in progress. The term "tool" includes both those used manual (hammer, screwdriver) and those power driven.
20. Field trip request forms must be completed two weeks prior to the trip (See Field Trip Request Form Included).
21. Vehicle request forms must be completed two weeks prior to the date needed (Form Included). Faculty/Staff members are responsible to inform the Maintenance Department of any problems with ISD vehicles they have driven. State laws and ISD policies for use of vehicles must be followed at all times.

22. All transportation and SRF requests must be made two weeks prior to the date needed. Money for prior purchases will not be refunded when a receipt is given to the Business Office. The SRF form must be completed/approved and a check made out before purchase are made. No purchases can be made without approval of the Supervising Teacher.
23. Faculty/Staff members are expected to handle the "minor" day to day discipline in their classroom. Manpower simply is not available for the office to handle minor annoyances. Faculty/Staff must use array of their own interventions.
24. Teachers are expected to fully utilize class time for instruction.

Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Principal's Office

(317) 924-8402 (TTY)

(317) 923-2853 FAX

Relay Indiana Service 1-800-743-3333

INTRA-OFFICE MEMORANDUM

To: All Educational Staff

From: Linda Lloyd

Date: August 6, 1997

RE: 1997-1998 Calling-In Sick Procedures

Judy A. Miller will be handling all calls from you including the need for substitute teachers. She will report to work at 6:30 a.m. to check the answering machine. The answering machine is left on overnight at all times. The phone number is (317) 924-8402. For those who do not have TTY, please call Relay Service at 1-800-743-3333 and have them call Judy or leave a message on the answering machine. Please try to avoid using Security to take messages.

If Judy is running late in the morning or out for the day, she will contact Pam Lewis as her "back-up". If she is out for the day, her calls will be forwarded to Valerie, Dave McKenna's secretary after 8:00 a.m.

Teachers: ***Make note:*** The earlier you call, the more likely you are to get a sub for that day. Please call or leave a message on the answering machine prior to 7:00 a.m.

Staff: Also, call or leave message if you are going to be late and I will inform your immediate supervisor. You may also contact your immediate supervisor; however, you must contact the Principal's office.

During Judy Miller's absence due to surgery, for (at least 6 weeks). Her temporary replacement name is Tracey Taylor. Tracey will report to work at around 8:00 a.m. Prior to 8:00 a.m., Pam Lewis will take care of the morning calls until Tracey reports to work. Please welcome Tracey.

Thank you very much!

LL/jam

cc: Administrative Team
callin

Flowchart - Abuse Reporting Educational Programs

1. Student hurts student:

Reported by Educational Staff/Student to Supervising Teacher

- Medical Attention - Health Center - Ext. 409
- Incident report
- Supervising teacher or teacher will contact parent
- Report to Social Services Specialist (Health Center will also report)
- Initial notification to Principal and Superintendent

2. Student hurts staff:

Reported by Educational Staff/Student to Supervising Teacher

- Medical Attention - Health Center/Ext. 409
- Incident report
- Report to Social Services Specialist
- Initial notification to Principal and Superintendent

3. Staff hurts student:

Reported by Educational Staff/Student to Supervising Teacher

- Medical Attention - Health Center/Ext. 409
- Report to Social Services
- Supervising Teacher investigates incident
- Initial notification to Principal and Superintendent
- Call parents within 24 hours

4. External Incidents

- Reported by Educational Staff/Student to Supervising Teacher
- Medical Attention - Health Center/Ext. 409
- Report to Social Services Specialist
- Initial notification to Principal and Superintendent

When specific area Supervising Teacher is out; incident should be reported to another Supervising Teacher/or Principal.

- High School to Middle School
- Middle School to High School
- Elementary to Preschool
- Preschool to Elementary
- LRC Director as a back up

STUDENT RECREATION FUND (HOW TO COMPLETE THE FORM)

Instructions: All SRF Forms **must** be completed (2) **two weeks** before the check is needed.

- Date:** Put the date you are making a request for the SRF money.
- SRF Account Number:** The Account Number you are requesting from.
For example: Preschool is D-05
Elementary is D-23
Middle School is D-19
High School is D-25
- Sponsor:** Name of the person requesting the money and coordinating the activity.
- Item(s) to Purchase:** List the item(s) you are planning to purchase with the SRF money you are requesting. The person requesting the money is responsible for contacting vendors/stores to get prices for the different items. You are required to total up the prices of the items on the bottom of the form.
- Price:** List the price for each item.
- Justification of Purchase:** You need to explain why the money is needed, what it will be used for, and how it will benefit the students involved.
- Vendor Information:** This information is required so the check will be made out to the appropriate vendor. For your own protection, it is recommended that you not use own name as the vendor. You need to fill out the address and telephone number of the vendor.
- Signature of the Sponsor:** The person coordinating the activity must sign his/her name before the form is handed to the Supervising Teacher for approval. If approved, the Supervising Teacher will sign after the sponsor's signature and the form will be sent to the Principal's office to be signed and sent on for processing.

GENERAL SRF INFORMATION

When you make Payment:

1. Be sure no tax is charged. If tax is charged, you are responsible for paying the tax.
2. Complete the Tax Exempt Form which is included.

After the Activity:

1. The receipt, tax exempt form, and any cash must be turned in to the Business Office within 24 hours.
2. If you turn in money, stay while the money is counted and a receipt is written.
3. If your initial check was not enough to cover the activity, fill out another SRF Form for the money owed to you. (Attach a copy of the receipt).
4. If receipts have not been turned in from a previous activity, a new SRF request will not be processed.
5. Keep copies of SRF forms, checks, and receipts for your own files.

SRF REQUEST FORM

DATE _____ SRF ACCOUNT # _____

SPONSORS _____

[illegible]

FOR BUSINESS OFFICE USE ONLY

ACCOUNT BALANCE \$ _____

TOTAL PURCHASE _____

NEW BALANCE \$ _____

FUND AVAILABITIY APPROVAL

APPROVED BY: _____

DATE: _____

VOUCHER # _____

JUSTIFICATION OF PURCHASE(S)

VENDOR INFORMATION

VENDOR NAME _____

VENDOR ADDRESS _____

VENDOR TELEPHONE NUMBER _____

SPONSOR SIGNATURE _____

Students Recreation Fund

Indiana School for the Deaf,

Expenditures incurred for -----

Received of ----- (Name of Activity)

the sum of ----- (\$ -----) Tax excluded

for -----

Firm name -----

Address -----

Signature -----

Date ----- (State Tax Exemption 013677-08)

State Form 13168

Students Recreation Fund

Indiana School for the Deaf,

Expenditures incurred for -----

Received of ----- (Name of Activity)

the sum of ----- (\$ -----) Tax excluded

for -----

Firm name -----

Address -----

Signature -----

Date ----- (State Tax Exemption 013677-08)

State Form 13168

Students Recreation Fund

Indiana School for the Deaf,

Expenditures incurred for -----

Received of ----- (Name of Activity)

the sum of ----- (\$ -----) Tax excluded

for -----

Firm name -----

Address -----

Signature -----

Date ----- (State Tax Exemption 013677-08)

State Form 13168

Students Recreation Fund

Indiana School for the Deaf,

Expenditures incurred for -----

Received of ----- (Name of Activity)

the sum of ----- (\$ -----) Tax excluded

for -----

Firm name -----

Address -----

Signature -----

Date ----- (State Tax Exemption 013677-08)

State Form 13168

INDIANA SCHOOL FOR THE DEAF TRIP TICKET

(NOTE: One trip ticket per vehicle per destination)

DEPARTMENT HEAD
APPROVAL/DATE

REQUESTOR'S SECTION

PERSON REQUESTING (please print): _____

DATE OF TRIP: S M T W TH F SA MONTH _____ DAY _____ YEAR _____

TIME OF DEPARTURE: _____ AM/PM TIME OF RETURN: _____ AM/PM

DESTINATION: _____

PURPOSE OF TRIP: _____

NAME OF DRIVER: _____ NUMBER OF PEOPLE GOING: _____

TYPE OF VEHICLE PREFERRED: _____

BUS DRIVER NEEDED: YES NO PICK UP SPOT: _____

DRIVER'S SECTION

MILEAGE STARTS: _____ MILEAGE ENDS: _____

VEHICLE CHECKLIST					
OK	NEEDS ATTN.		OK	NEEDS ATTN.	
		BRAKE LIGHTS			EMERGENCY FLASHER
		TURN SIGNALS			WINDSHIELD WASHER
		HEAD LIGHTS			TIRE PRESSURE
		TAIL LIGHTS			COOLANT LEVEL
		CLEANLINESS			WINDSHIELD WIPERS
		MOTOR OIL			HORN
		FASTEN SEAT BELTS			COMMENTS

DRIVER'S SIGNATURE/DATE: _____ TRIP SUPERVISOR'S SIGNATURE/DATE: _____
=====

FOR TRANSPORTATION DEPARTMENT USE ONLY

VEHICLE REQUESTED AVAILABLE: YES NO

TYPE OF VEHICLE: _____ VEHICLE NUMBER: _____

BUS DRIVER ASSIGNED: _____

EDUCATIONAL FIELD TRIP REQUEST FORM

Must be completed at least two weeks prior to the field trip.

(COPIES OF APPROVED FORM MUST BE SENT TO THE DORMITORY, CASE CONFERENCE SECRETARY AND HEALTH CENTER
BY THE SUPERVISING TEACHER)

Teacher(s): _____

Subject(s): _____

Class(es) Involved:

Number of Students Involved: _____ (Attach a typed list in alphabetical order)

Date of Trip: _____

Field Trip Site: _____

Address: _____

Please list directions/route you will take:

Departure Time: _____

Return Time: _____

Type of Transportation Needed: (Attach a copy of the Transportation Request Form):

Justification for the trip:

Follow-up Work Planned:

Remaining Classes to be Covered:

STAFF CHECKLIST (Please Initial Each Item):

- _____ List of Students Attached (with permission form attached)
- _____ Copy of Transportation Request Attached
- _____ Health Center Contacted for Medications/Appointments
- _____ Parental Permission for Field Trips Checked
- _____ Parental Information of Trip as Requested by Case Conference

_____ SRF Forms Completed Two (2) Weeks Prior to Field Trip

_____ Information Regarding Field Trip Submitted for Department
Newsletter

_____ O.T. and P.T. Schedules Checked - o Conflict

_____ Case Conference Schedule Checked

Approval _____

Your Field Trip has been: _____ **Approved** _____ **Disapproved**

Comments: _____

Signature: _____ **Date:** _____

- TITLE:** PREPARATION OF SPECIAL FOOD REQUEST
- PURPOSE:** THE PURPOSE OF THIS POLICY/PROCEDURE IS TO IMPLEMENT A PROCESS WITHIN WHICH VARIOUS DEPARTMENTS MAY ORDER FOOD TO BE PREPARED BY ISD DIETARY DEPARTMENT FOR SCHOOL FUNCTIONS SUCH AS PICNICS, PARTIES AND CAMPOUTS ETC.
- DEFINITION:** SPECIAL FOOD REQUESTS—IS DEFINED AS A REQUEST FOR PREPARED FOOD OTHER THAN NORMAL BREAKFAST LUNCH AND DINNER. EXAMPLES OF SITUATIONS WHERE SPECIAL FOOD REQUESTS WOULD BE IMPLEMENTED ARE: PICNICS, PARTIES ETC.
- POLICY:** THE INDIANA SCHOOL FOR THE DEAF (ISD), DIETARY DEPARTMENT, WILL IN COOPERATION WITH ALL DEPARTMENTS MAKING REQUEST FOR SPECIALLY PREPARED FOOD(S) ATTEMPT TO MEET THESE REQUESTS, PROVIDED THE FOLLOWING PROCEDURE IS ADHERED TO.
- PROCEDURE:** Individual requesting special food shall fill in the appropriate information on State Form 28476 (see attached)
- The dietary department will require individual and or department requesting special food preparation to obtain approval from Assistant Superintendent/Student Life or Department supervisor/designee before honoring any request.
- Food requests for picnics, parties and campouts must be submitted, to the Dietary department, at a minimum of two weeks in advance. One month's notice is preferable, especially for a large numbered event.
- All functions require a FORTY EIGHT (48) HOUR CANCELLATION NOTICE.
- The Dietary department requires insulated cooler for safe food transport. Please be aware that the Dietary Department DOES NOT provide these coolers, however, we will provide ice for the coolers.
- Menus for picnics, parties and campouts etc., must be selected from the following lists of food.

FOOD REQUEST

DATE WANTED: _____

PICK UP TIME: _____ A.M./P.M.

FOR: (NAME OF EVENT)

HOW MANY PEOPLE? CHILDREN _____ ADULTS _____

WHERE: (LOCATION)

NUMBER OF MEALS: (IF APPLICABLE)

PERSON RESPONSIBLE: _____
(PLEASE PRINT) / (SIGNATURE)

YOUR PHONE EXTENSION: _____

LIST OF FOOD WANTED AND PAPER PRODUCTS:

APPROVAL-SIGNATURE

DIETITIAN

MENU

MEATS

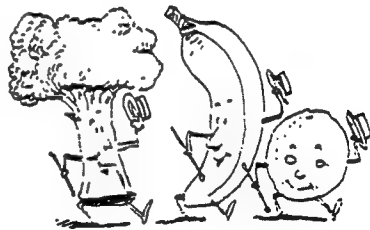
eggs
bacon
sausage
tuna/salmon
hot dogs
ground beef
sliced cheese
lunch meat
ham
roast beef

VEGETABLES

fresh potatoes
pork and beans
vegetable sticks
radishes
onions
potato salad - *if on menu*
canned vegetables

STARCHES

dry cereal
bread
buns
chips
pretzels
peanut butter



DESSERTS

graham crackers
cakes
cookies
fruit (*canned or fresh*)
brownies - *if on menu*

BEVERAGES

milk (*white or chocolate*)
juice
punch
lemonade mix
Capri drinks - *when available*

MISCELLANEOUS

spices*
sugar*
ketchup*
mustard*
relish*
pickles*
olives*
jelly*
marshmallows
canned soups



** Sealed containers must be provided for these items.*

The dietary staff will continue to do all it can to meet your needs. Please contact us for planning any special event(s).

INDIANA SCHOOL FOR THE DEAF

CLASSROOM VISITATIONS

Welcome to our School! To make your visit more pleasant and to insure the continuity of the learning environment the following guidelines have been developed:

- Visits need to be scheduled in advance to avoid days with field trip or tests. This will also enable us to arrange for interpreters when possible.
- Visits are limited to 30 minutes.
- When you arrive at the department, please check in with the Supervising Teacher.
- For the safety and security of our students, all visitors must wear a name tag. Please be sure to pick up your name tag at the Supervising Teacher's Office.
- You are a guest in the classroom. You should not join in class activities and/or discussions unless invited to do so by the teacher.
- Parent/Teacher conferences cannot occur during classroom visitations; however if you have questions, comments, or concerns, please schedule a time to meet with the teacher. You may leave a note in the teacher's mail box in the office or call the teacher later to arrange a meeting. We encourage parents to share problems and/or concerns with the teacher before they talk to the Supervising Teacher; share problems/concerns with the Supervising Teacher before they share them with the Principal; and share problem/concerns with the Principal before they share with them the Superintendent.
- The use of cameras and video recorders at ISD must be approved by the Supervising Teacher.
- Remember, when you ask questions of teachers and/or administrators, please respect the importance of the school's obligation for confidentiality pertaining to students other than your own child.

Teachers and administrators appreciate and value feedback. Please leave us a note and let us know how we are doing!

Thank you for coming to see us. Your visit will help us become a Superior School.

Linda Lloyd
Principal
Indiana School for the Deaf

ISD Student Attendance Policy

The Indiana State Compulsory School Attendance Law (statute I.C. 20-8.1-3) requires students to attend school daily. Without regular attendance at school, students cannot take full advantage of the learning opportunities necessary for their full development as individuals. The student and his/her parents or legal guardians have the primary responsibility for ensuring the student's attendance at the Indiana School for the Deaf.

EXCUSED ABSENCES: occur when a student is absent from school or an individual class with approval from school and notification from parent/guardian.

At all levels, the supervising teacher or his/her designee will require notification from the student's parent or guardian by 9:00 a.m. in the event of an absence or tardiness.

Excused absences include:

- student illness or injury (including dental & medical appointments)
- death of a close family member
- family emergencies
- religious holidays
- special situations as approved by school

College Visitation: Juniors and Seniors have 4 excused days to visit colleges of their choice. The student must fill out the required form indicating the names of the colleges she/he will visit and have the form approved by the supervising teacher prior to the scheduled visits.

Length of Absence: If the student is out sick for an extended period of time, biweekly assignments will be sent home with return due dates set up by the supervising teacher. If the period of time exceeds 10 consecutive days, the supervising teacher will request a case conference to determine another placement or to continue the student's education (e.g. homebound).

UNEXCUSED ABSENCES: occurs when a student is absent from school or an individual class without obtaining approval from school and without notification from parent/guardian.

The supervising teacher or his/her designee will call parents/guardians on the same day when the student fails to arrive by 9:00 a.m.

The Failure to Ensure Law (statute I.C. 20-8.1-3-33) states that it is unlawful for a parent/guardian to fail to ensure that his/her child attends school.

A parent/guardian who knowingly violates this law commits a Class B misdemeanor.

If a student is absent for five or more unexcused days in the semester, the supervising teacher or his/her designee will request a case conference. The case conference committee will determine the student's educational program. The case conference

committee may provide that the student may "buy back" time in the following ways or in another manner determined by the case conference committee:

- Attends school for the next six weeks (may earn 1 credit of one full day back)
- Participates in the 3 p.m. - 4 p.m. program during Mondays, Tuesdays, and Wednesdays for every absence.
- Attends any special program if any of the aforementioned options is not appropriate for the student.

Tardies & Truancies: Students are expected to arrive at school each day and for each class on time.

Tardies: A student is considered tardy if she/he is not in the classroom at the appropriate time when the bell rings. If a student is tardy to class for reasons beyond his/her control such as a late bus, a pass from the secretary, the student shall be admitted to class without penalty.

Truancies: A student is somewhere in the school without authorization, does not attend class as expected, or leaves the school without authorization, or willfully fails to attend school without the parents' or guardians' knowledge. Please refer to the school discipline book.

Supervising Teachers, Deans and the Principal will determine appropriate consequences for violations to the above policies. See Code of Conduct Summary for a guide to possible consequences.

TITLE: REPORT OF VANDALISM

PURPOSE: TO PROVIDE A POLICY/PROCEDURE FOR REPORTING VANDALISM
IN OR ON SCHOOL PROPERTY.

DEFINITION: VANDALISM - IS DEFINED AS "WANTON DESTRUCTION" OF PROPERTY
THAT DOES NOT BELONG TO THE INDIVIDUAL. A "VANDAL"
WILLFULLY DESTROYS PERSONAL PROPERTY THAT IS NOT THEIR
OWN.

POLICY: IT SHALL BE THE POLICY OF INDIANA SCHOOL FOR THE DEAF
THAT ALL VANDALISM BE REPORTED TO YOUR SUPERVISOR
IMMEDIATELY, WITH ANY PERTINENT FACTS THAT INDIVIDUAL
REPORTING VANDALISM HAS ASCERTAINED REGARDING THE
VANDALISM.

PROCEDURE: Staff must report any vandalism to their immediate supervisor.

Supervisor shall then investigate the vandalism and be responsible for reporting
details of the damage to their division director.

The division director is responsible for completing the "Report of Vandalism"
form and routing to the physical plant department for an estimated cost report
for the damage.

"Report of Vandalism forms may be secured through the business office.

"Report of Vandalism forms must be completely filled out and accompanied
with the original work order and must have the division directors signature.

Forms incomplete or improperly completed, will be routed back to the division
for proper verification for requested work.

Upon receipt of in the physical plant department, the assigned foreman or their
designee shall ascertain the estimated cost to repair the damage, filling in the
section on the form appropriately.

The completed form shall then be routed back to the originator for review.

APPROVED BY:

Superintendent

George M. Stailey

Dated this _____ day of _____ 1996

TITLE: MOVING REQUESTS

PURPOSE: THE PURPOSE OF THIS POLICY/PROCEDURE IS TO PROVIDE STAFF OF INDIANA SCHOOL FOR THE DEAF A CONSISTENT PROCEDURE IN ORDER TO REQUEST MOVING OF ARTICLES, OFFICE(S) OR FURNITURE ETC.

DEFINITION: MOVING REQUEST- THE REQUEST MADE BY A STAFF PERSON TO HAVE ARTICLES IN THEIR OFFICE MOVED, FURNITURE MOVED FROM ONE AREA TO ANOTHER OR THE TOTAL AND COMPLETE MOVE OF THE OFFICE AREA TO A DIFFERENT AREA.

POLICY: IT IS THE POLICY OF THE INDIANA SCHOOL FOR THE DEAF TO PROVIDE ADEQUATE NOTICE TO STAFF WHO ARE REQUIRED TO MOVE FURNITURE, ARTICLES WITHIN AN OFFICE, AND/OR COMPLETE OFFICE(S). THIS WILL ENSURE THE PROPER NOTICE IS GIVEN AND THE MOVE(S) ARE SCHEDULED APPROPRIATELY.

PROCEDURE: Staff requesting a move, shall acquire from the business office the "Moving Request" form.

"Moving request" forms shall be completely filled out, accompanied by the original work order and have the division director's signature.

"Moving request" forms incorrectly filled out will be routed back to the originator of the request.

"Moving request" form should be sent to physical plant at least thirty (30) days in advance if possible. Superintendent and/or Assistant Superintendent's approval is required in cases where appropriate notice is not given.

Movers will not be responsible for boxing personal belongings or the emptying of drawers.

All boxes will be sealed and must be clearly marked with information pertaining to the destination of said articles. Boxes should be labeled 'FRAGILE' if breakable items are included in the box.

"Moving request" shall be sent to the physical plant director who shall be responsible for appropriately routing paperwork within physical plant department.

Physical Plant department shall notify originator of request within seven (7) to ten (10) working days. At that time, a date for moving shall be established.

In case of emergency, physical plant shall notify originator of request if date must be changed.

March 13, 1996

TO: ALL STAFF

THRU: DIVISION DIRECTORS

FROM: JEFFREY TOUTANT, ASSISTANT SUPERINTENDENT
HUMAN RESOURCES/OPERATIONAL SERVICES

SUBJECT: IMPLEMENTATION OF ON CAMPUS VEHICLE POLICY

Effective April 1, 1996, the "Operation of vehicles on the grounds of the State Board of Health and Special Institutions" shall become effective. The above policy has undergone legal review and is in accordance with State Personnel policies, procedures and union settlements. Union representatives are hereby notified that the above listed policy shall be in effect on April 1, 1996 and recognize that this memo shall serve as the two (2) week notice required.

It shall be the responsibility of all staff to read and be familiar with all policies and procedures to be implemented. Employees who are found in non-compliance are subject to the following penalties:

First violation: Any person who violates any of the subsections contained in Sec 4 [410 IAC 19-1-4] of this Rule will be notified through the use of the Traffic Violation Notice Sec 10 [410 IAC 10-1-10] by the security officer responsible for that particular area, and a notation, if an employee of the State Board or Special institutions is the violator, that a copy of the Traffic Violation Notice will be filed with the agency's business office and with the employee's supervisor.

Second violation: Any person who violates any of the subsections of Sec 4 [41 IAC 10-1-4] of this Rule two (2) times in any twelve (12) month period and after issuance of a Traffic Violation Notice (Sec 10 [410 IAC 19-1-10]) may have the vehicle towed away at the owner's expense or may be denied parking privileges for a period not to exceed six (6) months as determined by the Superintendent.

It should also be noted that the Superintendent, or his designee, is empowered to authorize the immediate towing of any vehicle which is abandoned as defined by law, any vehicle which is parked or operated in such a manner that it poses a hazard to the safety of others, constitutes an obstruction to traffic, or any vehicle that interferes with the proper and lawful use of the grounds.

Staff should also be aware that the maximum speed limit on grounds, unless otherwise posted or designated, is fifteen (15) miles per hour and shall be strictly enforced. Further, campus police shall be enforcing the policy regarding parking in restricted areas. Indiana School for the Deaf shall obtain signage as soon as possible and post in designated areas.

Attachment: Operation of Vehicles on the Grounds of the State Board of Health and Special Institutions.

cc: George Stailey, Superintendent
Tony Judkins, Unity Team
Carla Bullock, Afscme Rep
William Shockley, Unity Rep

INDIANA SCHOOL FOR THE DEAF
1200 EAST 42nd STREET
INDIANAPOLIS, INDIANA 46205

TO: JEFFREY K. TOUTANT
FROM: GREG WRIGHT
SUBJECT: OPERATION OF VEHICLES ON THE GROUNDS OF THE STATE
BOARD OF HEALTH AND SPECIAL INSTITUTIONS
DATE: OCTOBER 10, 1995

ARTICLE 19. GENERAL
PROVISIONS

Rule 1. Operation of vehicles on the grounds of the State Board of Health and special
Institutions

Rule 1. Operation of Vehicles on the Grounds of the State Board of Health and
Special Institutions

Cited in: 410 IAC 19-1-1; 410 IAC 19-1-2; 410 IAC 19-1-3; 410 IAC 19-1-4.

410 IAC 19-1-1 Scope of rule
410 IAC 19-1-2 Definitions
410 IAC 19-1-3 General regulations
410 IAC 19-1-4 Violations
410 IAC 19-1-5 Enforcement; penalties
410 IAC 19-1-6 Parking appeals committee; application for appeal
410 IAC 19-1-7 Grounds for appeal; continuances
410 IAC 19-1-8 Registration of vehicle
410 IAC 19-1-9 Authorized parking prohibitions
410 IAC 19-1-10 Traffic violations notice

410 IAC 19-1-1 Scope of rule

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 1. The purpose of this rule [410 IAC 19-1] is to expedite the safe and orderly conduct of the state and public business, to provide parking facilities and to impose reasonable rules on the operation of motor vehicles, bicycles, and other vehicles on the property under control of the State Board of Health and the Special Institutions, as defined in IC 16-7-3-5, and shall be enforced as provided herein. (*Indiana State Department of Health; HCP 1 Rule 1, Sec 1; filed April 26, 1979, 12:00 pm: 1 IR 685*)

410 IAC 19-1-2 Definitions

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 2. Definitions. As used in this Rule [410 IAC 19-1]:

- (1) "Grounds" mean all of the land adjacent to and under the administrative control of:
 - (A) The Indiana State Board of Health in Indianapolis (including SBH Area of Central State Hospital Grounds)
 - (B) The Indiana Veterans Home in Lafayette, Indiana;
 - (C) The Indiana School for the Deaf in Indianapolis;
 - (D) The Indiana School for the Blind in Indianapolis;
 - (E) The Indiana Soldiers and Sailors Children's Home in Knightstown; and
 - (F) Silvercrest Children's Development Center in New Albany;
- (2) "Superintendent" means the Secretary of the Indiana State Board of Health (State Health Commissioner) and the duly appointed head (superintendents) of the Institutions described in (1) (B) through (F) [410 IAC 19-1-2 (1)(B) through (1)(F)] of this section.
- (3) "Student" means a person who is enrolled in a course of study at one of the Special Institutions.

(Indiana state Department of Health; HCP 1 Rule 1, Sec 2; filed April 26, 1979, 12:00 pm: 2 IR 685)

410 IAC 19-1-3 General regulations

Authority: IC 16-1-3.5; IC 16-1-3.5-3

Affected: IC 9-22-1; IC 16-1-3.5; IC 16-7-3-5

Sec. 3. General Requirements:

- (1) All employee, student, or resident vehicles, owned or operated, shall be registered and shall display the appropriate parking tag or decal (registration device) to park in posted parking areas on the grounds;
- (2) Pedestrians have the right-of-way at all times;

- (3) The Superintendent is authorized to designate parking areas, all parking control signs and markings, and traffic control signs and markings;
- (4) The maximum speed limit for motor vehicles on the grounds shall be fifteen (15) miles per hour, unless otherwise designated and posted;
- (5) The driver of a motor vehicle is responsible for finding a proper parking space, in a designated area;
- (6) Any accident involving a motor vehicle on the grounds must be reported to the appropriate agency's business office. Appropriate law enforcement personnel will be called to investigate;
- (7) Parking is prohibited in posted "No Parking Zone", reserved parking areas, on lawns, in construction areas, or any other place which will mar the landscape of the complex, inconvenience or endanger anyone, create a hazard, or interfere with the use of state facilities by others. Violators are subject to having their vehicles towed away at the operator's expense without resort to enforcement procedures;
- (8) Yellow curbs, yellow hash marks, and "No Parking" signs designate no parking zones;
- (9) Vehicle standing is allowed at any loading or service vehicle dock or zone, entrance to buildings, or emergency zone if the operator is in attendance of the vehicle or is in the process of loading or unloading and can be easily located to move the vehicle should the need arise;
- (10) Reserved parking areas may be assigned by the Superintendent when appropriate;
- (11) Motor bikes, motorcycles and motor scooters are subject to all regulations and must be operated on streets designated for normal automobile use;
- (12) Any vehicle in violation of this Rule [410 IAC 19-1] or any which are apparently abandoned may be towed and stored at the owner's expense. Ultimate action in the case of abandoned vehicles will be in accordance with the Abandoned Vehicle Act (IC9-9-1) [IC9-9-1 was repealed by Acts 1981, P.L. 128, SECTION 2, effective July 1, 1981.];
- (13) The towing charges and service call fee will be based on the usual and customary charges for such services in the community wherein the tow occurs;

- (14) The towing service called to tow a vehicle is authorized to hold said vehicle until the towing charges are paid to the towing service. In the event the owner of a vehicle appears before the car is towed away, the vehicle will not be released to the owner until payment of the service call fee is made to the driver of the tow truck;
- (15) Parking permits issued by the Special Institutions and the State Board of Health shall be mutually recognized so as to authorize parking on any of the grounds with the exception of restricted and metered areas;
- (16) A charge of 25 cents per hour is made from 8:00 a.m. to 5:00 p.m., Monday through Friday, or as otherwise posted for parking at metered locations; and
- (17) A uniform special or limited time parking pass shall be made available for issuance to specific individuals which will authorize designated day(s) for parking in any parking space with the exception of restricted and metered areas.

(Indiana State Department of Health; HCP 1 Rule 1, Sec 3; filed April 26, 1979, 12:00 p.m.: 2 IR 685)

410 IAC 19-1-4 Violations

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 4 The following are considered violations of this Rule [410 IAC 19-1] and subject the violator to the enforcement procedures as provided in this Rule [410 IAC 19-1]:

- (1) Parking across lines in designated parking spaces;
- (2) Backing into parking spaces where posted. Cars must be parked front first in parking areas that are posted: "Do Not Back In";
- (3) Parking against traffic flow;
- (4) Parking in posted or marked area; i.e., No Parking, Loading Zone, yellow curbs, fire hydrants, hash marked area, or specifically designated reserved areas including visitor's parking in employee area, employees parking in visitor's areas, or parking in a posted handicapped parking space without specifically designated permit;
- (5) Failure to properly display parking tag or decal;
- (6) Moving violations, such as exceeding speed limit, failure to observe stop signs, and reckless driving; and
- (7) No registration device on vehicle.

(Indiana State Department of Health; HCP 1 Rule 1, Sec 4; Filed April 26, 1979, 12:00 pm; 2 IR 686)

Cited in: 410 LAC 19-1-5.

410 LAC 19-1-5 Enforcement; penalties

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 5 Any person, which includes but is not limited to employees of the State of Indiana, student or resident of the Institutions or visitor found to be in violation of one or more of the traffic or parking offenses specified in Sec. 4 [410 LAC 19-1-4] is subject to having that person's vehicle towed away at the violator's expense and restricted from the use of parking privileges. Violations are subject to the following:

- (1) First Violation: Any person who violates any of the subsections contained in Sec. 4 [410 LAC 19-1-4] of this Rule will be notified through the use of the Traffic Violation Notice (Sec. 10 [410 LAC 19-1-10]) by the security officer responsible for that particular area, and a notation, if an employee of the State Board or Special Institutions is the violator, that a copy of the Traffic Violation Notice will be filed with the agency's business office and with the employee's supervisor;
- (2) Second Violation: Any person who violates any of the subsections of Sec. 4 [410 LAC 19-1-4] of this Rule two (2) times in any twelve (12) month period and after the issuance of a Traffic Violation Notice (Sec. 10 [410 LAC 19-1-10]) may have the vehicle towed away at the owners expense or may be denied parking privileges for a period not to exceed six (6) months as determined by the Superintendent;
- (3) The Superintendent, or his designee, is empowered to authorize the immediate towing of any vehicle which is abandoned as defined by law, any vehicle which is parked or operated in such a manner that it poses a hazard to the safety of others, constitutes an obstruction to traffic, or any vehicle that interferes with the proper and lawful use of the grounds.

(Indiana State Department of Health; HCP 1 Rule 1, Sec 5; filed April 26, 1979, 12:00 pm; 2 IR 686)

410 LAC 19-1-6 Parking appeals committee; application for appeal

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 6. A parking appeals committee shall be established in each Institution and in the State Board of Health and shall consist of three employees appointed by the

Superintendent and shall consider written appeals for waiving or revoking of the parking citations.

An appeal must be filed with the Institution's/Board's business office no later than seven days after the traffic violation notice was issued.

The time and place of an in-person appeal will be set at the time the application for appeal is received at the business office. (*Indiana State Department of Health; HCP 1 Rule 1, Sec 6; filed April 26, 1979, 12:00 pm: 2 IR 686*)

410 IAC 19-1-7 Grounds for appeals; continuances

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 7. Each individual has the right to appeal the issuance of any parking citation to the Appeals Committee. Requirements for filing Appeals are:

- (1) Appeals are to be prepared in writing on the "Request for Appeal" form provided by the business office. Written explanations, supporting statements or memoranda must be attached to the "Request for Appeal" form; and
- (2) In order for an appeal to be considered by the Appeals Committee, it must be filed with the applicable business office within seven (7) days after the receipt of the violation notice.

The Appeals Committee will advise the individual, by mail, of the decision on the appeal. The decision of the Committee is to be mailed within ten (10) days after the review date.

Continuances for applicants desiring to appear before the Appeals Committee in person:

- (1) The individual has the right to have the consideration of the appeal postponed to a later date if the individual chooses to appear in person before the Committee;
- (2) Subsequent requests for continuances will be granted only upon showing of good cause;
- (3) Request for continuances must be communicated by telephone or letter to either the business office or a member of the Appeals Committee before the date that the appeal is scheduled to be considered;
- (4) If a continuance is granted, the individual will be responsible for contacting either of the above to learn the date, time, and place at which the case will be considered unless the date was set at the time of the request.

The decision of the Appeals Committee is final. The Special Institutions/Board of Health have no other due process open to appellants where they may request a reappeal of their traffic citation. *(Indiana State Department of Health; HCP 1 Rule 1, Sec 7; filed April 26, 1979, 12:00 pm: 2 IR 686)*

410 IAC 19-1-8 Registration of vehicles

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 8. Parking Fees and Registration:

- (1) All employees, students, and residents may park on the grounds without charge. However, said person shall register the vehicle with the designated officer of the Board/Institution and display the registration device assigned on the designated vehicle;
- (2) Registration devices, as approved by the respective Superintendents, shall be positioned on a vehicle in accordance with the instructions issued with the device when the vehicle is registered. The registration device must be clearly visible from the exterior of the vehicle when affixed in accordance with the instructions issued;
- (3) the person whose name the vehicle is registered to is held responsible for all violations by all vehicles displaying that person's registration device. A citation is not excused on the plea that another person was driving the vehicle; and
- (4) Any employee, student, resident or any other person who severs relationship with the Board/Institution shall within five (5) days of said separation remove the assigned registration device from the vehicle.

(Indiana State Department of Health; HCP 1 Rule 1, Sec 8; filed April 26, 1979, 12:00 pm: 2 IR 687)

410 IAC 19-1-9 Authorized parking prohibitions

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 9. In an emergency, such as inclement weather and parking lot alterations and, after notification, the Superintendent reserves the right to place uniform conditions upon the right of any person to park in the parking facilities offered. The authorized prohibitions shall include, but are not limited to, the following:

- (1) Assignment of marked or numbered parking spaces to certain qualified employees; or
- (2) Authorization to park based upon compliance with car pool requirements whereby said owner has, as passengers, two or more other Board/Institution employees.

(Indiana State Department of Health; HCP 1 Rule 1, Sec 9; filed April 26, 1979, 12:00 pm: 2 IR 687)

410 IAC 19-1-10 Traffic violation notice

Authority: IC 16-1-3.5-2; IC 16-1-3.5-3

Affected: IC 16-1-3.5; IC 16-7-3-5

Sec. 10. Traffic Violation Notice.

INFORMAL WALK-THROUGH OBSERVATION

TO:

FROM:

DATE:

TIME:

SUBJECT/TOPIC:

ACTIVITY:

I especially liked:

Some suggestions:

If the following categories are not checked, it means that I did not observe them while visiting your classroom this time.

_____ Environment reflected the school's objectives.

- a. Visual aids
- b. Safety issues
- c. Student work displayed
- d. Cultural information displayed
- e. Uncluttered classroom
- f. Up-to-date materials
- g. Bulletin boards displayed

_____ Lesson was curriculum related and based on DOE/ISD guidelines.

_____ I observed good student/teacher rapport.

- a. Relationship

Staff Development Schedule

Designated Days

Mondays	Tutoring
Tuesday	Student Assisted Teams (SAT) and Staffings
Wednesdays	Department Meetings (3) and Inservice (1) per month Preschool - 1st Wednesday Elementary - 2nd Wednesday Middle School - 3rd Wednesday High School/LRC - 4th Wednesday (Months of December and May - no Inservice)
Thursdays	Curriculum Meetings (Each committee will decide how exactly this will be scheduled, i.e. one meeting for four hours, one hour meeting four times a month, or...)

Scheduled Training during 1997-98

August 19, 20, 21	Parent Panel and Report on Utah (Joint activity with Student Life)
September 17	DOE L1/L2 3:15 - 4:15
October 22	Report Card Day
October 23	L1/L2 (Ben Bahan or Bonnie Kramer)
October 24	Conflict Resolution (Jeff Lewis, Jeff Richards and/or Ann Titus)
December 19	Curriculum (1/2 waiver day)
February 13	L1/L2 (Judy Mounty/1/2 waiver day)
March 6	Curriculum (1/2 waiver day)
March 20	Report Cards/Parent Conference (1/2 day)
April 10	? Curriculum
May 1	Networking and goal setting between departments (1/2 waiver day)

All inservices must have some kind of follow up activity at the department level within two weeks.

**TRAINING TOPICS AS DETERMINED BY THE
SCHOOL NEEDS ASSESSMENT
1997-98**

Communication

- 50 - Conflict Resolution/How to Confront in a Constructive Way
- 30 - Respect for other cultures/Culture sensitivity
- 28 - Communication
- 26 - Risk Taking & Development of trust

Curriculum

- 25 - Translation from ASL to ESL and visa versa
- 20 - Language development /ASL/ESL
- 20 - ESL techniques

General Education

- 36 - Learning Styles
- Brain Compatible Classrooms
- Multiple Intelligence's

APE

- 23 - Behavior Management
- 20 ADD
- 17 Inclusionary Options
- 17 Developing and following a behavior plan

Technology

- 39 - Internet - e-mail
- 19 - Desktop Publishing
- 13 - Intro. to Windows

REQUIRED INSERVICE TRAINING 1997-98

Sensitivity to Individual Differences (Ed. and Res.)
HIV training (all)
IEP development and accountability (Goals and Objectives) (Ed. and Res.)
Description of Outreach and LRC (Ed. and Res.)
Roles of teacher aides and Ball State participants (Ed.)

- * Child Abuse
- * ABC's of Discrimination

REQUIRED INSERVICE FOR TEACHER AIDS

Confidentiality
Procedural Safeguards
Student Specific information (Departmental Level)

_____ Bilingual/Bicultural strategies were used.

- a. ASL/ESL approach
- b. Attention getting strategies
- c. Visual aids
- d. Strategies involve students
- e. Cultural cues

_____ Attention was given to individual learning styles.

_____ Individual needs of students were addressed.

_____ Lesson had a multicultural component.

_____ Lesson had a technological component.

_____ Lesson plans were followed.

_____ Lesson was student-centered.

_____ Media resources were used.

Other comments:

Thank you for letting me visit your classroom.

ACTIC PLAN

OUTCOME:

PROCEDURES (STEPS):	DEADLINES:	PERSON RESPONSIBLE	COMPLETION DATE
1			
2			
3			
4			
5			

SUCCESS INDICATORS:

OBSTACLES/CONSTRAINTS:

PERSONS DEVELOPING PLAN:

DATE:

ISD POSITION DESCRIPTIONS TEACHER

DUTIES

Teaches students educational material consistent with curricula (i.e. IEP, textbooks, course description, yearly plans, quarterly plans, curriculum guides, and Indiana Proficiency Guides);
Uses student-centered teaching and evaluating techniques that address student needs (i.e. cooperative learning, hands-on activities, one-on-one instruction, multiple intelligences);
Recognizes and provides for individual student differences in learning styles and abilities by adapting tasks and materials;
Uses media/library/resource and technology components in lessons frequently;
Develops lesson plans that include objective, behavior/performance, materials, and homework;
Completes work and prepares materials by established deadlines;
Maintains a classroom learning environment;
Monitors students for program needs;
Establishes communication with students;
Makes learning interesting and challenging for students;
Meets with students outside of class when needed;
Monitors and uses class period for academic instruction, not for completing homework or socializing;
Begins and ends classes and/or lessons on time;
Makes student referrals and follow-ups when necessary and appropriate;
Develops and experiments with various techniques to motivate students;
Prepares an attractive, safe, and uncluttered classroom that stimulates learning with multicultural, Deaf-related, course-related, and students' work displays;
Supervises students in the classroom, detention hall, on campus, bus loading and unloading, study hall, hallways, cafeteria, library, playground, recess, trips, etc. ;
Disciplines students in a consistent manner using a positive caring approach and follows school's policies and procedures;
Enforces safety, school, and department policies and procedures;
Organizes and supervise student field trips and activities;
Trains, supervises, and assists in evaluating paraprofessionals and/or student teachers;
Administers and monitors achievement tests when applicable;
Adheres to school, state, educational, and discipline policies and procedures;
Reports and informs superiors of appropriate departmental situations;
Reports to department head on attended workshops' content during school time or if school funds are used;
Serves on curriculum committee and special projects or is a coach or organizational sponsor;
Attends professional workshops, in-service training, school activities, and meetings;
Visits off campus school programs;
Completes forms and reports according to procedures and policies;
Documents research on new classroom methodologies and philosophies according to policies and procedures;
Maintains confidentiality;
Keeps informed of current research and trends in their area;
Communicates and deals with parents and Student Life staff in a professional manner;
Teaches in a manner that supports the mission and philosophy of ISD;
Performs other related duties as required.

I. JOB REQUIREMENTS AND DIFFICULTY OF WORK

Requires:

Knowledge of : teaching techniques; subject material updates; lesson plans; student development; curriculum; state, school, and department policies and procedures; American Sign Language; preparing

reports and forms; safety and emergency policies and procedures; supervision; curriculum development; cultural diversity; computers.

Ability to: Communicate with students, parents, and staff; use equipment; stimulate student learning; maintain a professional appearance consistent with job requirements; maintain confidentiality; work with students, school personnel, and parents; make independent decisions; maintain discipline in the classroom and other areas.

Skill in: Computers; educational equipment usage; communications; American Sign Language, communicating with children.

The work varies from day to day and involves independent decisions, applying established educational procedures and techniques.

II. RESPONSIBILITY

Incumbent applies professional training making independent decisions on educational teaching techniques for students' learning needs; follows established procedures and policies with minimal supervision in designing, implementing and administering programs. Incumbent seeks proper guidance to help develop, design, implement, and administer programs for students with problem behaviors. Incumbent consistently follows policies and procedures.

Assumes responsibility for supervision of students, paraprofessionals, and student teachers and must use independent judgment on a daily bases.

Work is periodically evaluated to ensure compliance with established procedures. Errors, carelessness, and incorrect decisions can result in major problems and inconvenience for students, staff, and school.

III. PERSONAL WORK RELATIONSHIPS

Works with a wide range of persons including students, parents, teachers, administrators, and staff. Purpose of these relationships is to interpret policy, meet students' educational needs, check for accuracy or correctness of procedures, promote efficiency, facilitate good interpersonal student, parent, teacher, and staff relationships, and provide information in an educational environment.

IV. PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Work is performed mainly in a classroom environment with limited physical demands.

Teacher of Record (TOR)

Responsibilities

1. TOR receives a copy of each of their Student of Record's Individualized Education Plan (IEP) and class schedule from department secretary.
2. TOR meets with each of the student's teachers to discuss the student's IEP.
 - a. This occurs within one week after receiving the IEP.
 - b. TOR will meet formally or informally at least twice a quarter to follow up on the student's progress.
3. TOR provides direct and indirect services to the student based on the IEP.
4. TOR meets with parents of their Student of Record on Registration Day.
 - a. TOR contacts parents at least once a quarter throughout the school year.
5. TOR becomes the school's and department's contact person with the parents.
6. TOR serves as consultant and resource person to other staff working with her/his Student of Record.
7. TOR serves as the student's teacher during the Annual Case Review (ACR) gathering all information from the student's teachers at least one week prior to the ACR.
8. TOR will work with the teachers to develop a Student Athlete Improvement Plan for any of the TOR's Students of Record who have below a 2.0 GPA. (This applies to only MS or HS athletes.)

TOR ASSIGNMENTS

Preschool	-	Classroom Teacher
Elementary	-	Classroom Teacher
Middle School	-	Assigned Teacher
High School	-	Assigned Teacher

Teacher of Record

Name _____

Telephone Number _____

Student's Name _____

Parents' Names _____

Beginning Date _____

Ending Date _____

Special Concerns:

[illegible]

Date of Contact with Parent

1st 2nd 3rd 4th 5th 6th 7th 8th

Additional Comments:

Education Team

Principal- Linda Lloyd #924-8402 (TTY) Pager #368-3344 Cellular #797-8088

Preschool Supervising Teacher, Louise Fitzpatrick #920-6256(TTY) Pager #368-3484

Elementary-Supervising Teacher, David Geeslin #920-6265 (TTY) Pager #367-0240

Middle School-Supervising Teacher, Jerry Thixton #920-6323(TTY) Pager #368-4948

High School-Supervising Teacher, Jeff Choate #920-6223 (TTY) Pager #368-5880

Learning Resource Center-Director, Dan Stutler #924-8419 (TTY/V) Pager #368-3342

Guidance Counselor, Jeff Richards #920-6220/231 Pager #367-7084

Athletic Director, Brian Bippus #924-8408 (TTY/V) Pager #368-3483

Pager Access #722-4035-Please follow instructions on the TTY Display.

ISD POSITION DESCRIPTIONS TEACHER ASSISTANT

DUTIES

Assist teacher and follows teacher's instruction in the classroom;
Assist in decorating classroom ;
Monitors and supervises students and utilizes appropriate disciplinary procedures;
Assist teacher with instructional materials giving students relevant, correct and current information ;
Assist in planning programs for students;
Monitors and supervises students outside of classroom;
Establishes communication with students and teacher;
Reports and informs teacher or department head of situations with students;
Maintains confidentiality;
Completes forms and reports accurately and timely;
Keeps classroom materials orderly;
Grades student paperwork and tests accurately when assigned;
Attends meetings, in-service training, and workshops;
Performs other related duties as required.

I. JOB REQUIREMENTS AND DIFFICULTY OF WORK

Requires:

Knowledge of: American Sign Language; proper disciplinary procedures; forms and paperwork required; school, state, and department policies and procedures; emergency procedures safety procedures; child development and behavior modification; subject materials taught in classroom.

Ability to: Show flexible and formulate different approaches to various situations; ensure equal treatment among students; show interest in students and their activities; communicate with students, teachers, and staff; organize tasks; counsel students; follow instructions; supervise students; attend in-service training, workshops, and meetings; fill out and complete records accurately and on time; maintain a professional appearance appropriate for job.

Skill in: American Sign Language, communicating with children.

The work varies from day to day and established procedures and techniques are applied.

II. RESPONSIBILITY

Incumbent receives training and detailed instructions; follows established procedures and policies; receives direct supervision.

Assumes responsibility for supervision of students and must use independent judgment during times of emergencies.

Work is reviewed on a spot-check basis to ensure compliance with instructions and established procedures. Errors, carelessness, and incorrect decisions can result in minor problems and inconvenience for the students and teacher.

III. PERSONAL WORK RELATIONSHIPS

Works with students, teachers, and staff. Purpose of these relationships is to assure student needs are met, help instruct students, facilitate good interpersonal student, teacher, and staff relationships, promote efficiency, and provide information.

IV. PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Work is performed mainly in a classroom with limited physical demands.

Indiana School for the Deaf

1200 East 42nd Street
Indianapolis, Indiana 46205
(Revised 6/6/96)

Evaluation Tool: Teacher

I. Plans instructional units of study

A. Quality:

1. Uses student-centered teaching and evaluating techniques that address student needs, i.e. cooperative learning, hands-on activities, one-on-one instruction....
2. Teaches in a manner consistent with curricula. (i.e. IEP, textbooks, course description, yearly plans, quarterly plans...)
3. Recognizes and provides for individual differences in learning styles and abilities of students by adapting tasks and materials.
4. Uses media/library/resource as indicated in lesson plans.
5. Uses a technology component in lesson.
6. Lesson Plans include:
 1. Objective
 2. Behavior/performance
 3. Materials
 4. Homework

Above Standard: IEP's, lesson plans, units and/or classroom observations reflect individual goals for students through the same or different activities on a daily basis in every class period.

Standard: IEP's, lesson plans, units and/or classroom observations reflect individual goals for students through the same or different activities on a daily basis in the vast majority of class periods.

Below Standard: IEP's, lesson plans, units and/or classroom observations reflect class goals for students with little concern for individual differences.

B. Quantity: Not Applicable

C. Timeliness: (36 weeks - one school year)

1. Completes work and materials by deadline date within reasonable limits.
2. Lesson Plan must be available in the classroom:

6. Promotes lifelong learning in students through modeling and discussions
Above Standard = Four or more of the above 95% of the time
Standard = Three of the above 95% of the time
Below Standard = Two or less of the above 95% of the time or below

B. Quantity: Not applicable

C. Timeliness: Not applicable

III. Performs/organizes required tasks and activities.

A. Quality:

1. Supervises students outside of the classroom (i.e. detention hall, on campus, bus loading and unloading, study hall, hallways, cafeteria, library, playground, recess, trips, etc.) ensuring student safety and compliance with department rules.
2. Organizes and supervises field trips/activities for students so that events are well planned and may be trouble free.
3. Trains, supervises, and assists in evaluating paraprofessionals and/or student teachers. Makes an effort to enrich the experiences of paraprofessionals and/or student teachers when applicable.
4. Administers/monitors achievement tests when applicable.
5. Adheres to school/state policies and procedures (including educational policy, discipline policy, etc.)

B. Quantity: Not applicable

C. Timeliness:

1. Completes all forms and organizational activities by deadline date.
2. Carries out responsibilities on time unless under special/severe circumstances.

IV. Demonstrates Professional Growth and Development

A. Quality:

1. Is appropriate, courteous and helpful in all correspondence and conversations. Responds to change responsibly.
2. Maintains a professional appearance personally in dress and demeanor as appropriate for and consistent with job requirements.
3. Informs superiors of all appropriate departmental situations. Adheres to channels of command.

4. Reports to department on content of workshops attended during school time or if school funds were used.

B. Quantity:

1. Attends professional development activities/trainings off-campus per year and attends on-campus inservices/workshops. These may or may not be limited to specific subject areas taught by the individual teachers.

Above Standard = 2 off-campus workshops & 90% of on-campus workshops/in-services

Standard = One off-campus workshop & 80% of on-campus

Below Standard = No off-campus workshops & 70% of on-campus workshops/in-services

2. Participates in curriculum committee and special project, i.e. OR coach or organizational sponsor annually,
Participates in curriculum committee and athletic events

Above Standard = Serves on two curriculum committees and two special projects annually or two curriculum committees and twelve athletic events annually

Standard = One curriculum committee and one special project or one curriculum committee and eight athletic events

Below Standard = Less than the requirements for standard

3. Visits off campus school programs annually, i.e. other school programs in Indiana or the nation.

Above Standard = Two or more off campus programs

Standard = One off campus program

Below Standard = No off campus programs

4. Attends department/school meetings/in-services.

Above Standard = 95%

Standard = 85%

Below Standard = 75%

C. Timeliness:

1. Is on time to meetings and stays until the meetings are adjourned unless excused or engaged in other school activities, as approved earlier by departmental director.

Above Standard = 95%

Standard = 85%

Below Standard = 75%

V. Completes necessary forms and reports

A. Quality:

1. Completes forms and reports neatly, accurately and with all appropriate information included (IEP, ACR comment sheets, students' attendance slips, weekly student reports, report cards, health forms, discipline forms, etc.).

B. Quantity: Not applicable

C. Timeliness:

1. Completes all forms and reports by due date.

VI. Demonstrates initiative/resourcefulness

A. Quality:

1. Displays leadership in innovative classroom/instructional changes and examines new ideas with an open mind.
2. Contributes ideas and efforts to department and school improvements.
3. Demonstrates repeatedly a willingness to work beyond working hours and regular duties to affect changes and/or complete tasks.
4. Deals appropriately with student problems.
5. Accepts constructive criticism in a positive manner and seeks improvement.
6. Carries out responsibilities without being reminded.
7. Follow up on assignments as needed.
8. Adjusts to changes in scheduling and routine responsibility.
9. Involved with documentation of research on new classroom methodologies and philosophies.

Above Standard: Consistently makes self available to students even if it requires staying beyond school hours. Actively displays interest in student welfare. Resolves problems consistently at own level with a minimum of disruption and maintains confidentiality as appropriate. Only those who need to know of incident are informed.

Standard: Generally makes self available to students after school hours. Generally displays interest in student welfare. Generally resolves

problems at own level with a minimum of disruption. Maintains confidentiality as appropriate.

Below Standard: Rarely or never make self available to students after work hours. Rarely or never shows interest in student welfare.

Consistently needs help resolving problems. Breaches confidentiality.

B. Quantity: Not Applicable

C. Timeliness: Not Applicable

VII. Assumes additional related duties as assigned.

A. Quality

1. Accepts assignments as directed in professional manner. (i.e. covering other classes, detention hall, cafeteria, etc.).

2. Completes tasks assigned as directed.

Above Standard = 90%

Standard = 80%

Below Standard = 70%

B. Quantity: Not Applicable

C. Timeliness: Completes assignments by due date.

Above Standard = 90%

Standard = 80%

Below Standard = 70%

FACULTY PROFILE

NAME _____

DEPARTMENT _____

SOCIAL SECURITY NUMBER _____

ADDRESS _____

PHONE NUMBER _____

LICENSE INFORMATION

GRADE LEVEL _____ EXPIRATION DATE _____

MAJOR _____

LICENSE NUMBER _____

EMERGENCY INFORMATION

NAME _____ PHONE _____

RELATIONSHIP _____

NAME _____ PHONE _____

RELATIONSHIP _____

FAC, FILE
NAME

DATE	WEEKLY LESSON PLANS ABOVE STANDARD	STANDARD	1ST QUARTER		INITIALS
			BELOW STANDARD		

Comments:

DATE	WEEKLY LESSON PLANS ABOVE STANDARD	STANDARD	2ND QUARTER		INITIALS
			BELOW STANDARD		

Comments:

FACT FILE NAME

DATE	WEEKLY LESSON PLANS		3RD QUARTER		INITIALS
	ABOVE STANDARD	STANDARD	BELOW STANDARD		

Comments:

DATE	WEEKLY LESSON PLANS		4TH QUARTER		INITIALS
	ABOVE STANDARD	STANDARD	BELOW STANDARD		

FACT FILE NAME

DATE COMPLETED		QUARTERLY LESSON PLANS	INITIALS
		1st Quarter (Due 9/6/96)	
		2nd Quarter (Due 10/28/96)	
		3rd Quarter (Due 1/21/97)	
		4th Quarter (Due 4/7/97)	
		SUB FOLDERS (DUE 9/6/96)	
DATE COMPLETED			INITIALS
		1ST QUARTER	
		2ND QUARTER	
		3RD QUARTER	
		4TH QUARTER	
		<u>Policy:</u> Sub Folder must be updated one week after illness.	

CURRICULUM COMMITTEE(S)

<u>Name of Committee</u>	<u>Initials</u>

Above Standard = More Than One

Standard = One

Below Standard = 0

COACHING or ORGANIZATIONAL SPONSOR ASSIGNMENTS

<u>Assignment</u>	<u>Initials</u>

Above Standard = More Than One

Standard = One

Below Standard = 0

FACIT FILE
NAME

ASSISTING AT ATHLETIC EVENTS

	DATE	SPORTING EVENTS	CARD SUBMITTED	INITIALS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

ABOVE STANDARD = 12 EVENTS OR MORE

STANDARD = 8 - 11 EVENTS

BELOW STANDARD = LESS THAN 8 EVENTS

Special Assignments

DATE	ASSIGNMENT	COMMENTS	Initials

DATE	ASSIGNMENT	COMMENTS	Initials

DATE	ASSIGNMENT	COMMENTS	Initials
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SCHOOLS VISITED

DATE	LOCATION	INITIALS

ABOVE STANDARD = 2 OR MORE STANDARD = 1 BELOW STANDARD = 0

INSERVICES/WORKSHOPS ATTENDED

DATE	LOCATION	TITLE	INITIALS

Abv Standard =95% Standard = 85% Below Standard = 75%

POSITIVES

DATE	ACTIVITY	COMMENTS	Initials

CONCERNS

DATE	ACTIVITY	COMMENTS	Initials
------	----------	----------	----------
